

ESL 712 Course Outline as of Fall 2022**CATALOG INFORMATION**

Dept and Nbr: ESL 712 Title: BEGIN NC ESL LITERACY

Full Title: Beginning Non-Credit ESL Literacy

Last Reviewed: 3/14/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	6.00	17.5	Lecture Scheduled	105.00
Minimum	0	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	6.00		Contact Total	105.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 210.00

Total Student Learning Hours: 315.00

Title 5 Category: Non-Credit

Grading: Non-Credit Course

Repeatability: 27 - Exempt From Repeat Provisions

Also Listed As:

Formerly:

Catalog Description:

Students will develop language skills in English to complete essential literacy tasks. Beginning non-Credit English as a Second Language Literacy is for non-native speakers of English with little or no ability to read and write in English due to limited transfer skills in first language.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: Students will develop language skills in English to complete essential literacy tasks. Beginning non-Credit English as a Second Language Literacy is for non-native speakers of English with little or no ability to read and write in English due to limited transfer skills in first language. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Demonstrate preliminary writing skills necessary to fill out simplified forms and copy from samples.
2. Read and interpret important information contained in simplified materials including signs, forms, labels and schedules.
3. Give personal information and describe activities related to daily routine.
4. Demonstrate fundamental behaviors and study skills needed in school.

Objectives:

At the conclusion of this course, the student should be able to:

1. Read and write the letters of the alphabet in upper and lower case and discriminate between their corresponding sounds in English.
2. Read and fill out basic forms related to work, school and health.
3. Demonstrate comprehension of simple words, phrases and questions drawn from familiar material in the context of work, school and health.
4. Express data related to personal information and respond to simple yes/no questions in various community and social interactions.
5. Talk about activities connected to daily routine and communicate at a basic level at work, school and in the community.
6. Identify personal and vocational goals.
7. Demonstrate basic practices associated with the academic classroom.
8. Demonstrate culturally-appropriate behaviors, both in class and out.
9. Demonstrate level-appropriate grammar and writing skills.

Topics and Scope:

I. Listening and Speaking Skills - Basic Speaking and Listening Skills needed to Communicate in

Day to Day Contexts including Community and Vocational Settings using Level-Appropriate Grammar

- A. Following basic directions
- B. Giving reasons for an absence
- C. Stating data about self and others
- D. Requesting information
- E. Stating health needs
- F. Sharing preferences
- G. Sharing personal and vocational goals

II. Topics and Vocabulary Development related to Daily and Cultural Life using Level Appropriate Grammar that may include:

- A. Family
- B. Friends
- C. Neighborhood
- D. Work
- E. Shopping
- F. Housing
- G. Community resources

III. Pronunciation Skills

- A. Recognize and produce vowel and consonant sounds
- B. Basic sound/spelling patterns

IV. Reading Skills

- A. Basic pre-reading skills including predicting, skimming and scanning
- B. Short narratives and simplified materials (e.g., calendars, schedules, and charts) related to work, school, home and the community
- C. Vocabulary building strategies including using a picture dictionary
- D. Spelling patterns

V. Writing Skills

- A. Upper and lower case letters and spacing of words
- B. Copying from the board: words and sentences on familiar topics related to daily life personal experiences and family stories
- C. Vocabulary development
- D. Simple forms related to school, work and the community
- E. Verb tenses and language structures needed to write simple sentences on topics related to school, work and the community may include:
 - 1. simple present tense
 - 2. present continuous
 - 3. common modals
 - 4. like + infinitive
 - 5. there is/there are
 - 6. singular and plural nouns
 - 7. prepositions
 - 8. personal and possessive pronouns
 - 9. question words
 - 10. requests

VI. Academic Skills

- A. Group work

- B. Organizational skills (organizing a binder, making a study calendar)
- C. Study skills
- D. Basic classroom vocabulary, commands and instructions

VII. Cultural Skills

- A. Culturally-appropriate norms of interviews and conversation (formal and informal).
- B. Reading, writing and speaking about cultural similarities and differences

VII. Vocational Skills

Topics may include:

- A. Articulating job skills and activities
- B. Applications and other simple forms
- C. Emergency and safety signs and warnings
- D. Work schedules
- E. Calling in sick
- F. Giving and following basic directions, both orally and in writing
- G. Asking for clarification
- H. Requesting and offering assistance
- I. Knowing your rights at work

Assignment:

This course will emphasize student-centered activities designed to develop reading, writing, listening, speaking and pronunciation skills.

I. In-class work, such as:

- A. Vocabulary building exercises
- B. Pair and group activities
- C. Role plays
- D. Surveys and interviews
- E. Problem-solving activities in small groups
- F. Language experience stories
- G. Response to stories on themes related to real-life situations
- H. Oral and written descriptions from pictures and real-life situations
- J. Use of technology such as the Internet, ESL websites and software to improve reading, listening, vocabulary, spelling, conversation and pronunciation skills

II. Objective exams, quizzes, and final exam

III. Written Homework, such as:

- A. Surveys and interviews
- B. Reading exercises
- C. Writing exercises

IV. Independent Work (ungraded)

- A. Request information from school and community resources
- B. Reading signs, labels, bumper stickers and other examples of environmental print
- C. Individual recordings using voicemail
- D. Listening to TV and radio programs in English

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework

Writing
40 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Objective exams, quizzes, and final examination

Exams
10 - 20%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation (in-class activities)

Other Category
40 - 50%

Representative Textbooks and Materials:

Ventures Basic. 3rd ed. Bitterlin, Gretchen and Johnson, Dennis and Price, Donna. Cambridge University Press. 2018

Foundations Activity Workbook. 2nd ed. Molinsky, Steven and Bliss, Bill. Pearson. 2007 (classic)

Longman ESL Literacy. 3rd ed. Wong Nishio, Yvonne. Pearson. 2006 (classic)

Basic Oxford Picture Dictionary Literacy Program. 2nd ed. Templin-Imel, Garnet and Brod, Shirely, and Gramer, Margot. Oxford University Press. 1996 (classic)

Instructor prepared materials

Other approved materials