

ESL 714 Course Outline as of Fall 2008**CATALOG INFORMATION**

Dept and Nbr: ESL 714

Title: BEG HIGH NC ESL

Full Title: Beginning High Non-Credit English as a Second Language

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:

This course is designed for students with limited ability to read and write in English. Students at this level may function independently in the use of English in a very limited way, speaking English in situations related to their immediate needs. This course is designed for non-native speakers of English.

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

Description: This course is designed for students with limited ability to read and write in English. Students at this level may function independently in the use of English in a very limited way, speaking English in situations related to their immediate needs. This course is designed for non-native speakers of English. (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:
Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course students should be able to:

1. Express data related to personal identification information about self and others.
2. Demonstrate comprehension of vocabulary and commands used in the context of classroom, workplace and social situations.
3. Respond to common questions related to various community and social interactions.
4. Describe features and locations of people and objects.
5. Use appropriate pronouns and verb forms to communicate wants and needs in the classroom, workplace and social situations.
6. Start to use basic conventions of writing and punctuation.
7. Discuss learning goals and basic practices associated with the academic classroom.
8. Find and make use of information appearing on forms related to school work and various other administrative areas.
9. Discuss activities connected to past and present routines.

Topics and Scope:

A. Personal Identification

1. Language functions
 - a. asking and answering questions about self and others
 - b. describing self and others
 - c. comparing personal identification information
2. Language structures related to personal identification such as yes/no and wh-question formation, short answers of yes/no questions and past tense of "be" and "have"

3. Skills and strategies
 - a. introduction to dictionary use
 - b. filling out forms
 - c. introduction to controlled writing about self
 4. Vocabulary
 - a. descriptive adjectives related to physical characteristics and personality
 - b. physical and emotional feelings
- B. School
1. Language functions
 - a. understanding and responding to classroom directions and commands
 - b. observing classroom etiquette: using greetings and polite expressions
 - c. discussing learning goals
 2. Language structures related to school such as question formation with "do," short answers for yes/no questions with "do" and "don't," present continuous and commands
 3. Skills and strategies
 - a. developing basic prewriting skills
 - b. reading short narratives
 - c. writing short, controlled paragraphs
 4. Vocabulary
 - a. politeness and greeting words
 - b. words related to classroom projects and activities, such as "copy," "write out," "fill in," "discuss," etc.
- C. Family
1. Language functions
 - a. describing family members
 - b. responding to questions related to family
 - c. asking and telling about family-related activities
 2. Language structures related to family such as simple past, possessive "s" and modals "can" and "could"
 3. Skills and strategies
 - a. beginning to compare and contrast families
 - b. re-telling a story
 - c. writing simple descriptive sentences and controlled paragraphs
 - d. listening and reporting
 4. Vocabulary
 - a. nouns and adjectives related to physical description of people
 - b. nouns and adjectives related to description of homes
 - c. marital relationships
- D. Work
1. Language functions
 - a. asking and answering work-related questions
 - b. getting information over the phone
 - c. making suggestions
 2. Language structures related to work such as "used to" + verb, modals, i.e. "should," past questions about work experience and present progressive
 3. Skills and strategies
 - a. classifying job-related skills and activities

- b. skimming and scanning work-related reading
 - c. use of simple punctuation at sentence level
- 4. Vocabulary
 - a. work skills and qualities
 - b. abbreviations (want ads)
- E. Community
 - 1. Language functions
 - a. describing local environments
 - b. making and accepting invitations
 - c. requesting information related to community resources
 - d. asking for help
 - 2. Language structures related to community such as future with "will," future with "going to," past tense of common modals, i.e. "couldn't" and "didn't" and question words
 - 3. Skills and strategies
 - a. consulting resources such as telephone books, school schedules and introductory internet activities
 - b. asking for and giving directions
 - c. formats for social notes
 - 4. Vocabulary
 - a. parties, holidays and celebrations
 - b. stores, commercial services and community resources
 - c. housing and neighborhoods

Assignment:

Assignments may include:

- A. In-class assignments
 - 1. Speaking
 - a. role-plays related to work and personal information
 - b. oral descriptions from pictures of people, work activities and objects
 - c. presentations of group and individual projects related to course themes and topics
 - 2. Listening
 - a. taking dictations related to course themes
 - b. listening for vocabulary items from recorded conversations
 - c. listening and re-telling short narratives
 - 3. Reading
 - a. reading paragraphs about work, school and community
 - b. introduction to reading for main idea and related details
 - c. taking simple objective tests related to course themes and topics
 - 4. Writing
 - a. composing short, controlled paragraphs
 - b. responding in writing to visual prompts of people and objects
 - c. editing sentences for punctuation
 - d. creating portfolios of representative writings
- B. Homework Assignments
 - 1. Speaking
 - a. requesting information from school and community resources
 - b. preparing brief oral presentations with a group

2. Listening
 - a. listening to radio and TV programs in English
 - b. calling community information lines to listen to recorded information
3. Reading
 - a. reading of English newspapers and learners' stories
 - b. reading of beginning-level non-fiction
4. Writing
 - a. writing controlled paragraphs
 - b. completing written exercises on grammar, vocabulary and writing mechanics related to in-class assignments
5. Self-study through DVD viewing and corresponding homework packets that support communication in English for various life skills topics.

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, Journals, in-class sentences and short paragraphs

Writing
10 - 20%

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

Homework problems, Cooperative group work and projects

Problem solving
20 - 30%

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

Class performances, Performance exams, Independent projects

Skill Demonstrations
25 - 35%

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

Multiple choice, True/false, Matching items, Completion, Essays

Exams
15 - 25%

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

Attendance, participation, student portfolios

Other Category
15 - 25%

Representative Textbooks and Materials:

BASIC OXFORD PICTURE DICTIONARY, Shapiro and Adelson-Goldstein, Oxford University Press, 1998

COLLABORATIONS: ENGLISH IN OUR LIVES, BEG. 1 STUDENT BOOK, Huizenga and

Weinstein-Shr, Heinle & Heinle, 1996

COLLABORATIONS: ENGLISH IN OUR LIVES, BEG. 1 WORKBOOK, Huizenga, Heinle & Heinle, 1996

THE NEW GRAMMAR IN ACTION, Foley and Neblett, Heinle & Heinle, 1998

VERY EASY TRUE STORIES #1, Heyer, Addison-Wesley Longman, 1998

Instructor-prepared materials

Putting English To Work 1 video series

English For All video series