

CATALOG INFORMATION

Dept and Nbr: EMLS 713CP Title: NC EMLS LOW-BEG CP
Full Title: Noncredit Low-Beginning English Conversation/Pronunciation
Last Reviewed: 3/14/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	0	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: Non-Credit
Grading: Non-Credit Course
Repeatability: 27 - Exempt From Repeat Provisions
Also Listed As:
Formerly: ESL 713CP

Catalog Description:
Students will develop and practice communication and pronunciation skills needed in real-life settings, with an emphasis on skills used at work, school, and in the community. This class is for English language learners with very limited ability to function independently in English in everyday situations. There is a particular emphasis on vocabulary development, pronunciation, and oral language skills needed in real-life settings.

Prerequisites/Corequisites:

Recommended Preparation:
Course Completion of EMLS 713 (ESL 713); OR Qualifying Score on Noncredit English Placement Assessment

Limits on Enrollment:

Schedule of Classes Information:
Description: Students will develop and practice communication and pronunciation skills needed in real-life settings, with an emphasis on skills used at work, school, and in the community. This class is for English language learners with very limited ability to function independently in

English in everyday situations. There is a particular emphasis on vocabulary development, pronunciation, and oral language skills needed in real-life settings. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended: Course Completion of EMLS 713 (ESL 713); OR Qualifying Score on Noncredit English Placement Assessment

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 level-appropriate listening and speaking skills needed to participate in basic interactions at school, work and in the community.
2. Identify and begin to use culturally appropriate conversation skills including non-verbal skills in simple, real-life settings.

Objectives:

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

1. Name the letters of the English alphabet and use spelling patterns to identify phonological sounds.
2. Conduct level-appropriate conversations with an employer, medical provider, school personnel or classmate in real-life settings.
3. Identify academic, vocational and personal goals.
4. Use and respond to basic school-related commands and vocabulary.
5. Use culturally appropriate conversation strategies in everyday situations.

Topics and Scope:

I. Academic Skills

- A. Vocabulary and commands related to academic environments
- B. Discussion of personal, academic and vocational goals
- C. Use of simple technology to improve vocabulary, listening and pronunciation skills
 1. Voicemail

- 2. Recorded menus
- D. Developing study skills
 - 1. Setting goals
 - 2. Time management skills
 - 3. Organization of materials
- II. Real-Life Skills: Level-appropriate Grammar
 - A. Basic data related to personal identification about self and others
 - B. Activities related to daily routines
 - C. Practice basic speaking skills in social contexts, community and/or vocational settings
 - 1. Following directions
 - 2. Stating job skills
 - 3. Explaining an absence
 - 4. Making an appointment
 - 5. Requesting information
 - 6. Stating health needs
 - D. Listening activities in the context of community presentations, daily activities and work routines
- III. Pronunciation Skills
 - A. Recognition of phonemic sounds and pronunciation of problematic vowels and consonants
 - B. Use of appropriate intonation needed in questions and statements
 - C. Recognizing and producing the correct number of syllables in familiar words and identify stressed and unstressed syllables
- IV. Culturally Appropriate Conversation Skills
 - A. Appropriate greetings in different contexts
 - B. Basic conversation strategies in formal and informal settings
 - C. Non-verbal communication strategies
 - 1. Eye contact
 - 2. Gestures
 - 3. Active listening cues
 - D. The language of group work needed to work collaboratively, express opinions and interrupt in real life situations

Assignment:

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

- 1. In-Class Work, such as:
 - A. Vocabulary building exercises
 - B. Discussions in response to simple stories on a variety of themes related to real-life situations
 - C. Listening activities requiring oral response
 - D. Dictations
 - E. Oral descriptions from pictures
 - F. Use of basic technology, such as:
 - I. the internet
 - II. ESL websites
 - III. Software to facilitate communication and/or to improve vocabulary, conversation and pronunciation skills
- 2. Group Work, such as:
 - A. Dialogues
 - B. Role plays
- 3. Class Performances, such as:

- A. Individual presentations
- B. Small group presentations
- C. Listening to simple stories and/or guest speakers
- D. Re-telling key points
- 4. Objective Exams and Quizzes
- 5. Written Homework, such as:
 - A. Surveys and short interviews
 - B. Use of technology to gather basic information and take notes (e.g. telephone transactions involving “menu” selections.)
 - C. Individual recordings using voicemail
 - D. Listening to TV and radio programs in English
 - E. Journal entries

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, In-class work	Writing 10 - 20%
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Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Group work	Problem solving 20 - 35%
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Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances	Skill Demonstrations 20 - 35%
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Exams: All forms of formal testing, other than skill performance exams.

Objective exams and quizzes	Exams 10 - 15%
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Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation	Other Category 10 - 15%
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Representative Textbooks and Materials:

Oxford Picture Dictionary. Adelson-Goldstein, Jayme and Shapiro, Norma. Oxford University Press. 2016 (classic)

Talk Time 1. Stempleski, Susan. Oxford University Press. 2007 (classic)

Live Action English. Romijn, Elizabeth and Seely, Contee. Command Performance Language Institute. 1997 (classic)

Sounds Great Book 1. Beisbier, Beverly. Thomson. 1994 (classic)

Instructor-prepared materials

