

**EMLS 714CP Course Outline as of Fall 2024****CATALOG INFORMATION**

Dept and Nbr: EMLS 714CP Title: NC EMLS HI-BEG CP

Full Title: Noncredit High-Beginning English Conversation/Pronunciation

Last Reviewed: 3/28/2022

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 714CP

**Catalog Description:**

Students will develop English vocabulary, pronunciation, and oral language skills needed in real-life settings. This class is for English learners with limited ability to function independently using English in everyday situations.

**Prerequisites/Corequisites:****Recommended Preparation:**

Course Completion of EMLS 714 (ESL 714); OR Qualifying Score on Noncredit English Placement Assessment

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Students will develop English vocabulary, pronunciation, and oral language skills needed in real-life settings. This class is for English learners with limited ability to function independently using English in everyday situations. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended: Course Completion of EMLS 714 (ESL 714); OR Qualifying Score on

## Noncredit English Placement Assessment

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

### **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b>	Effective:	Inactive:
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<b>UC Transfer:</b>	Effective:	Inactive:
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#### **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 communicate in a variety of real-life contexts at school, work, and in the community.
2. Use culturally appropriate communication skills in interactions at work, school, and in the community.

#### **Objectives:**

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

1. Improve English pronunciation in context of realistic conversations about school, work, and the community.
2. Initiate and conduct a level-appropriate conversation or interview with an employer, medical provider, or school official.
3. Identify academic, vocational, and personal goals and skills needed to achieve these goals.
4. Use appropriate language to actively participate in classroom activities.
5. Use culturally appropriate communication strategies in group work and individual interactions at school, work, and in the community.

#### **Topics and Scope:**

##### I. Academic Skills

###### A. Vocabulary and interactions related to academic environments

1. Language needed to participate in classroom discussions
2. Language needed for inquiries

###### B. Language needed to access academic information

1. Voicemail
2. Recorded menus

###### C. Recorded interviews and narratives, readings and activities about personal, academic and

vocational goals

D. Study skills needed to achieve academic and vocational goals

1. Good attendance
2. Time management skills
3. Organization of materials

II. Real-Life Skills

A. Topics related to daily life using level-appropriate grammar

1. Family and friends
2. Neighborhood
3. Work
4. Housing
5. Community resources
6. Cross cultural differences and similarities

B. Practice speaking and listening skills in various social contexts using level-appropriate grammar

1. Community
  - a. Making an appointment
  - b. Requesting information
  - c. Stating health needs
2. Vocational settings
  - a. Following directions
  - b. Stating job skills
  - c. Explaining an absence

III. Pronunciation Skills

A. Recognition of phonemic sounds and pronunciation of vowels, consonants, and blends

B. Prediction of corresponding sounds using spelling patterns

C. Use of appropriate intonation needed in questions and statements in the context of conducting interviews or giving oral presentations

D. Self-monitoring of pronunciation skills studied in class

IV. Culturally Appropriate Conversation Skills

A. Appropriate greetings in different contexts

B. Conversation strategies in formal and informal settings

C. Non-verbal communication skills including active listening signals and gestures used to clarify interactions

D. The language of group work in real-life situations

1. Agreement
2. Disagreement
3. Expressing opinions
4. Interrupting

### **Assignment:**

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

I. Problem-solving assignments such as:

- A. Vocabulary building exercises
- B. Problem-solving activities in small groups

II. Skill Demonstrations assignments such as:

- A. Individual recordings using voicemail
- B. Pair and group activities
- C. Role plays
- D. Listening activities requiring oral response

- E. Individual and small group presentations
  - F. Oral descriptions from pictures and real-life situations
  - G. Surveys and interviews
  - H. Use of technology such as the internet, ESL websites and software to facilitate communication and/or to improve vocabulary, conversation and pronunciation skills
- III. Skill Demonstrations and Writing assignments such as:
- A. Discussions and written journal entries in response to stories on a variety of themes related to real-life situations
  - B. Use of technology to gather and take notes on key information (e.g. telephone transactions involving "menu" selections)
  - C. Listening to stories and/or guest speakers and re-telling, and/or taking notes on main idea and supporting details, both orally and in writing
  - D. Dictations
  - E. Requesting information from school and community resources and take notes
  - F. Preparation of brief oral and written presentations with a group
  - G. Listening to TV and radio programs in English
- IV. Objective exams and quizzes

### 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.

Writing assignments	Writing 10 - 20%
<b>Problem Solving:</b> Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.	Problem solving 20 - 35%
Problem-solving assignments	
<b>Skill Demonstrations:</b> All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	Skill Demonstrations 20 - 35%
Skill demonstration assignments	
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	Exams 10 - 15%
Objective exams and quizzes	
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.	Other Category 10 - 15%
Attendance, participation	

### Representative Textbooks and Materials:

Touchstone 1. 2nd ed. McCarthy, Michael and McCarten, Jeanne and Sandiford, Helen. Cambridge University Press. 2014 (classic)

Now Hear This. 3rd ed. Foley, Barbara. Heinle Cengage Learning. 2009 (classic)  
Oxford Picture Dictionary. Adelson-Goldstein, Jayme and Shapiro, Norma. Oxford University Press. 2016 (classic)  
Let's Talk 1. 2nd ed. Jones, Leo. Cambridge. 2007 (classic)  
Talk Time 1. Stempleski, Susan. Oxford University Press. 2006 (classic)  
Live Action English. 4th ed. Romijn, Elizabeth and Seely, Contee. Command Performance Language Institute. 1997 (classic)  
Sounds Great Book 1. Beisbier, Beverly. Thomson Heinle. 1994 (classic)  
Instructor-prepared materials