

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. Use thematic vocabulary and basic grammatical structures studied to communicate in English during classroom activities.

ILO: 1, 2, 4

Measure: small/large group discussion, pair activities, oral interviews

2. Ask and answer simple questions about issues that affect their daily lives (employment, civics, U.S. geography, U.S. holidays, healthy lifestyles, library services, reading materials)

ILO: 1, 2, 4, 6

Measure: small/large group discussion, pair activities, oral interviews

3. Write simple sentences using thematic vocabulary to express likes, dislikes, personal experiences, etc.

ILO: 1, 2, 4

Measure: textbook assignments, written work, homework, tests

4. Read short, easy paragraphs about a variety of themes important to their daily lives.

ILO: 1, 2, 4

Measure: textbook assignments, homework, tests

5. Apply thematic vocabulary and basic grammatical structures in real world situations.

ILO: 1, 2, 4, 6

Measure: self-evaluation

6. Demonstrate class and study skills necessary for success in next level

ILO: 1, 2, 4

Measure: homework, class participation, tests

TOPICS AND SCOPE:

Inactive Course: 09/27/2010

Note: See Performance Objectives, Out-of-Class Assignments, and Language Skills listed above.

WEEK HOURS CONTENT:

1-2 10 Introductory Information: The student will begin by reviewing the use of basic greetings, introductions, and personal data (name, gender, age, marital status, address, phone number, etc.) as well as of classroom vocabulary. Then the basic vocabulary and structures common to the areas of study in ESL 501 will be reviewed: the family, housing, time, clothes/shopping, food, telephone/emergencies, the body/health, hobbies/activities, the post office, and jobs/occupations.

3-6 20 Employment: The student will learn vocabulary related

to the topic of employment. The student will be able to name occupations and identify the duties and skills associated with those occupations, describe his/her own job and ask others about their jobs, read a simplified job ad and call to inquire about it, fill out a simple job application, write a very basic resume, and role play a very simple job interview. Communication will focus on being able to inform and ask about employment.

7-10 20 Civics/Geography: The student will learn vocabulary related to the basic structure of government in different countries and where other countries are. The student will be able to identify and talk about other students' native countries, states, and cities: locate U.S. states and major cities on a map; describe the U.S. flag and what it represents; have a basic understanding of U.S. government including the constitution and branches of government; learn about famous American presidents and leaders; and be familiar with the basic resources and procedures required to obtain a green card and/or become a U.S. citizen. Communication will focus on being able to discuss government and the basic structure of U.S. government.

11-12 10 Holidays: The student will learn vocabulary related to American holidays and customs. The student will become acquainted with American holidays and customs including: Fourth of July, Halloween, Thanksgiving, Christmas, New Year's Day, Martin Luther King Jr. Day, President's Day, Valentine's Day, St. Patrick's Day, Easter, etc. The holidays may be studied individually at the appropriate times during the semester. Communication will focus on being able to discuss a variety of American holidays and customs.

13-14 10 Healthy Living: The student will learn vocabulary related to healthy living and different lifestyles. The student will be able to recognize the characteristics of a healthy lifestyle, including: proper nutrition, exercise, stress reduction, avoidance of harmful substances, etc., as well as be aware of community resources. Communication will focus on being able to discuss lifestyle and appropriate community resources.

15-16 10 Library/Reading: The student will learn vocabulary related to libraries and reading materials. The student will plan a trip to the local library and learn how to obtain a library card, choose appropriate ESL/juvenile books, and read, write, and discuss the material read. Communication will focus on being able to use local library services and choose appropriate materials.

17 5 Review: The student will review common vocabulary and structures common to important areas of daily life learned in the semester to connect areas to one

another and raise self-awareness of ability to communicate more spontaneously in these different areas.

18 2 Final Exam
See Course Objectives.

METHODS OF INSTRUCTION:

Students are taught the English language through a variety of activities that include: conversations, role playing, dialogs, reading, writing practice, and dictation. All activities are based on thematic topics of immediate use for beginning-level students who need to get basic communicative competence in English. A few suggested methods are TPR (Total Physical Response), the Natural Approach, the Communicative Approach, Cooperative Learning, and Experiential Learning.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

The problem-solving assignments required:

Homework problems

Quizzes

Exams

Other: Oral Evaluations

The types of skill demonstrations required:

Class performance

Other: Conversation groups/language lab (computers/tapes)

The types of objective examinations used in the course:

Matching items

Completion

Other category:

Dictation, writing practice, class participation

The basis for assigning students grades in the course:

Writing assignments: 10% - 15%

Problem-solving demonstrations: 40% - 50%

Skill demonstrations: 10% - 15%

Objective examinations: 15% - 20%

Other methods of evaluation: 10% - 20%

REPRESENTATIVE TEXTBOOKS:

Brown, *New Vistas I's*, Longman, 1999

Maurer/Schoenberg, *True Colors I's*, Longman, 1997

Burton/Maharg, *Going Places II's*, Prentice Hall Regents, 2000

Molinsky/Bliss, *Word by Word Basic Picture Dictionary's*, Prentice Hall Regents, 2000

Shapiro/Adelson-Goldstein, *The Oxford Picture Dictionary's*, Oxford University Press, 2000

Weinstein/Huizenga, *Collaborations Beginning II's*, Heinle and Heinle, 2001

Foley, *Grammar in Action, Book I's*, Heinle and Heinle, 2000

Savage, *Crossroads Cafe's*, Heinle and Heinle, 1996

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: B

Noncredit Category: Y

Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000097841
Sports/Physical Education Course: N
Taxonomy of Program: 493087