

Course Outline

COURSE: ESL 510A **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2014 **Inactive Course**

SHORT TITLE: BASIC ESL I

LONG TITLE: Basic ESL I

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
9	18	Lecture:	9	162
		Lab:	0	0
		Other:	2	36
		Total:	11	198

COURSE DESCRIPTION:

This is an intensive, integrated-skill course for students with little English. Through listening, speaking, reading and writing activities, students learn to use the structures of English with increasing accuracy, while gaining basic life skills. **ADVISORY:** ESL Assessment Recommendation.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

05 - Hybrid

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Respond to and use basic greetings and courtesy phrases.

ILO: 1,2,4,6

Measure: Aural/Oral Test, Written Exam

2. Provide personal information upon oral or written request.

ILO: 1,2,4,6

Measure: Aural/Oral Test, Written Exam

3. Request very basic services within the context of the life skills topics covered.

ILO: 1,2,4,6

Measure: Aural/Oral Test, Written Exam

4. Pronounce and spell the names of objects, people, places and activities within the context of the life skills topics covered.

ILO: 1,2,4,6

Measure: Aural/Oral Test, Written Exam

5. Use subject, object and demonstrative pronouns, possessive adjectives, the structures can and have to, simple nouns, basic prepositions, adjectives, frequency adverbs and the interrogatives: when, where, why, how, who, whose and what.

ILO: 1,2,4,6

Measure: Aural/Oral Test, Written Exam

6. Ask and answer, in speech or print, yes-no and information questions with the BE verb and other verbs in the simple present and present continuous tenses, within the context of the life-skills topics covered.

ILO: 1,2,4,6

Measure: Aural/Oral Test, Written Exam

7. Make simple present and present continuous affirmative and negative oral and written statements within the context of the life-skills topics covered.

ILO: 1,2,4,6

Measure: Aural/Oral Test, Written Exam

8. Read very simple paragraphs and do very simple guided writing exercises using the vocabulary related to the life-skills topics covered.

ILO:

Measure:

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 05/13/2013

20 Hours

CONTENT - Introductions, Personal Information and Basic School Information

STUDENT PERFORMANCE OBJECTIVES - Students will be able to introduce themselves and others.

They will be able to ask and respond to personal information questions both in verbal and written form with accurate spelling (first and last name, address, email address, phone number, age, birthday, marital status, number of children, native country, first language). They will be able to identify things in the classroom, follow classroom instructions, and use basic classroom language such as: How do you say this in English? What does X mean? How do you spell X? I don't understand. Can you repeat that please? I was absent because... I was late because... I need help. etc.

Students will be able to use the following structures in spoken and written form: subject pronouns and the BE verb, possessive adjectives, simple nouns, basic location prepositions, questions with who, where and what, yes/no questions, imperatives.

(Spoken and written structures and writing conventions are mentioned at the time they receive a major focus. However, these structures may well appear several times in oral and written work, both before and after their focused presentation.)

HOMEWORK

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

25 Hours

CONTENT - Actions and Places

STUDENT PERFORMANCE OBJECTIVES - Students will be able to look at pictures and describe both orally and in written form what people are doing using the present continuous tense. They will be able to read and make oral and written affirmative and negative statements and ask and answer questions using the present continuous tense. They will be able to identify the rooms and basic objects in a house and make statements and questions using "There is/are" They will be able to identify important places in the community and describe their location using basic prepositions and phrases such as next to, across from, behind, on the corner, etc.

HOMEWORK

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

10 Hours

CONTENT - Dates, Time and Weather

STUDENT PERFORMANCE OBJECTIVES -Students will be able to identify, spell and use abbreviations for the days of the week and the months of the year. They will read, write and say dates both in full and abbreviated forms and recognize dates of major holidays. They will correctly use ordinal and cardinal numbers. They will talk about weather, temperature and seasons. They will tell time in English. They will correctly use the prepositions "in, on, at" in relation to times and dates. They will use adjectives to describe the weather.

HOMEWORK

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

15 Hours

CONTENT - Family and Friends

STUDENT PERFORMANCE OBJECTIVES- Students will be able to greet someone, name family members and identify family relationships. They will be able to describe people according to general, physical, and personality characteristics (i.e. John's nephew is twelve years old. He has blond hair and brown eyes. He likes to swim.)

Students will be able to use the following structures in spoken and written form: possessive form of nouns, possessive adjectives, questions with how and whose, basic adjectives, has and have and a few other basic simple present tense verbs.

HOMEWORK -

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

15 Hours

CONTENT - Shopping, Clothes, and Money

STUDENT PERFORMANCE OBJECTIVES - Students will be able to describe what someone is wearing using present continuous tense and the proper placement of adjectives before nouns. (He is wearing a green shirt and black pants.) They will be able to ask where things are in a store, ask for prices using "How much is/are", read prices and bills and use American money. Students will correctly use demonstrative adjectives (this, that, these, those) as well as other descriptive adjectives.

HOMEWORK -

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

10 Hours

CONTENT - Food

STUDENT PERFORMANCE OBJECTIVES - Students will be able to identify basic foods, quantities and types of containers, express likes and dislikes, read labels, prices, basic recipes and menus and perform a very basic restaurant ordering role play. They will be able to use the following structures: Is/Are there any..., How much/many..., I like/need/don't like/need..., a box/jar/bag/head/etc.

They will make very basic distinctions between count/non-count nouns and use "a, an, some".

HOMEWORK -

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

25 Hours

CONTENT - Daily Activities (At Work/School, At Home, and For Fun)

STUDENT PERFORMANCE OBJECTIVES - Students will be able to speak, read and write simple sentences (affirmatives, negatives, information and yes/no questions) and very basic paragraphs using the simple present tense. They will correctly utilize frequency adverbs. They will correctly use object pronouns. Students will be able to use these structures to talk and write about their daily routines, work, hobbies, likes and dislikes.

HOMEWORK -

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

20 Hours

CONTENT - The Body, Health, and Feelings

STUDENT PERFORMANCE OBJECTIVES - Students will be able to name and spell the parts of the body, describe their emotions, report basic health problems, read, listen to and follow basic health advice, instructions and/or prescriptions. Students will use an increased number of adjectives and idiomatic phrases to describe emotional and health conditions. (i.e. He has an earache. I feel nauseous. She's embarrassed. etc.)

They will be able to more accurately distinguish between simple present and present continuous tenses.

HOMEWORK -

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

10 Hours

CONTENT - Occupations

STUDENT PERFORMANCE OBJECTIVES -Students will be able to identify common occupations and describe what people do in these jobs. They will be able to describe their own job, duties and responsibilities. They will be able to use the structures "can/can't" and "have to/don't have to".

HOMEWORK -

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

10 Hours

CONTENT - REVIEW grammatical structures and vocabulary.

STUDENT PERFORMANCE OBJECTIVES - Students will be able to carry on short conversations, write simple sentences and read basic paragraphs using the grammatical structures and thematic vocabulary introduced during the semester.

HOMEWORK -

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

2 Hours

FINAL EXAM

METHODS OF INSTRUCTION:

Classroom activities include listening exercises, pronunciation contrasts, dialogues, oral drills, question and answer pairs, guided readings, vocabulary development, oral composition, basic sentence writing, role-playing, and guided writing. Lab hours consist of listening, speaking, reading, writing and computer activities.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

The problem-solving assignments required:

None

The types of skill demonstrations required:

Class performance

Performance exams

The types of objective examinations used in the course:

Multiple choice

True/false

Matching items

Completion

Other: Short written sentences

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 5% - 10%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 10% - 20%

Objective examinations: 80% - 90%

Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:

Molinsky and Bliss, ^Side by Side 1^, 3rd edition,
and ^Side by Side Activity Workbook 1, Pearson-Longman, 2001
(Chapters 1-13)
Saslow and Ascher, ^Top Notch Fundamentals^, and workbook
Pearson-Longman, 2006
(Chapters 1-10, 12, 13)
Harris and Rowe, ^Exploring English 1^, and workbook
Pearson-Longman, 1995
Harris and Rowe, ^Picture This -Learning English Through Pictures 1^,
Pearson-Longman, 2006
Frankel, ^Center Stage - Express Yourself in English 1^
and Warren ^Life Skills and Test Prep^, Pearson-Longman, 2007
(Chapters 1-15)
Frankel and Meyers, ^Crossroads 1^ and workbook,
Oxford University Press, 1991, or other appropriate college level text.
Reading level of text: Basic ESL
grade. Verified by: Kathleen Campbell

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
Not Transferable
UC TRANSFER:
Not Transferable

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: CCC000308064

Sports/Physical Education Course: N

Taxonomy of Program: 493087