

Course Outline

COURSE: ESL 780 **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2014

Inactive Course

SHORT TITLE: ESL LIFESKILLS 4

LONG TITLE: ESL Lifeskills 4

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	5	90
		Lab:	0	0
		Other:	0	0
		Total:	5	90

COURSE DESCRIPTION:

This is the fourth course in a series of survival English for students with little oral or written English competency. It will give students expanded basic vocabulary and familiarity in life skill areas such as weather, transportation, employment, and American holidays and customs to manage in the real world. The course emphasizes oral communication and integrates listening, reading, writing. **ADVISORY:** Placement into ESL Lifeskills by the CASAS placement test and successful completion of ESL 779.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times, 100 credit hours

SCHEDULE TYPES:

02 - Lecture and/or discussion

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

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

ILO: 1, 2, 4

Measure: textbook assignments

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: class participation

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

Inactive Course: 03/10/2014

10 Hours

CONTENT: 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 779 will be reviewed: the family, housing, time, clothes/shopping, food, telephone/emergencies, the body/health, hobbies/activities, the post office, and jobs/occupations

HOMEWORK: Written textbook assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will review and be able to use concepts from the previous level in spoken and written form.

20 Hours

CONTENT: 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.

HOMEWORK: Written textbook assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will be able to look for a job, follow up and make an appointment for an interview, interview and supply a resume.

20 Hours

CONTENT: 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.

HOMEWORK: Written textbook assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will be able to locate various cities, states, and countries and will demonstrate a basic knowledge of American government and the resources available to them for citizenship.

10 Hours

CONTENT: 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, Valentines 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.

HOMEWORK: Written textbook assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will familiarize themselves with American holidays: when they are celebrated, why they are celebrated, and how they are celebrated.

10 Hours

CONTENT: Healthy Living. The student will learn vocabulary related to healthy living and different lifestyles.

The student will 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.

HOMEWORK: Written textbook assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will be able to discuss healthy lifestyles and community resources.

10 Hours

CONTENT: 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 about and discuss the material read. Communication will focus on being able to use local library services and choose appropriate materials.

HOMEWORK: Written textbook assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will be able to make use of a library to find and borrow materials

5 Hours

CONTENT: 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

HOMEWORK: Written textbook assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will review semester topics and be able to speak spontaneously.

2 Hours

CASAS testing

METHODS OF INSTRUCTION:

Students practice conversation, role play, dialog, reading, writing practice, dictation. Activities are based on thematic topics for communicative competence. Teaching methods: TPR, the Natural Approach, the Communicative Approach, Cooperative Learning, Experiential Learning.

METHODS OF EVALUATION:

The types of writing assignments required:

None

The problem-solving assignments required:

None

The types of skill demonstrations required:

None

The types of objective examinations used in the course:

None

Other category:

Non Credit course.

The basis for assigning students grades in the course:

Writing assignments: 0% - 0%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 0% - 0%

Objective examinations: 0% - 0%

Other methods of evaluation: 100% - 100%

REPRESENTATIVE TEXTBOOKS:

Sabbaugh-Johnson and Jenkins, StandOut 2, Thomson Heinle, 2008

Adelson-Goldstein, Step Forward 1, Oxford University Press, 2007

Heinle, Picture Dictionary, Heinle, 2005

Burton and Maharg, Going Places, II, Prentice Hall Regents, 2000

Shapiro and Adelson, The Oxford Picture Dictionary, Oxford University Press, 2000

Soars, American Headway 1, Oxford University Press, 2002

Maurer and Schenburg, True Colors, Level 1, Longman, 1998

Molinsky and Bliss, ExpressWays 2, Longman, 1996

Brown, New Vistas 1, Longman, 1998

or other appropriate college level text.

Reading level of text: Survival ESL grade. Verified by: M. Sanidad

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: K

Noncredit Category: A

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: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000456300

Sports/Physical Education Course: N

Taxonomy of Program: 493087