Course Outline

COURSE: ESL 786  DIVISION: 90  ALSO LISTED AS:

TERM EFFECTIVE: Spring 2016  CURRICULUM APPROVAL DATE: 09/28/2015

SHORT TITLE: NC ESL LIFESKILLS 2A
LONG TITLE: NC ESL Lifeskills 2A

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<tr>
<td>0</td>
<td>18</td>
<td>Lecture: 6</td>
<td>108</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Lab: 0</td>
<td>0</td>
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<td>Other: 0</td>
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<td></td>
<td></td>
<td>Total: 6</td>
<td>108</td>
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COURSE DESCRIPTION:

This is the third course in a series of English classes for students with low beginning oral or written English competency. Through listening, speaking, reading and writing activities, students learn to use grammatical structures of English with increasing accuracy while gaining basic life skills. ADVISORY: ESL Assessment Recommendation

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated
Maximum of 99 times

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Ask and answer questions about issues that affect people's daily lives (for example: family, education, daily activities at home and in the community, finding a job, ailments and injuries).
Measure: Small/large group discussion, pair activities, oral interviews

PLO:

6/20/2016
ILO: 1,2,4
GE-LO:
Year assessed or anticipated year of assessment: Spring 2017
2. Skim and scan short readings for specific information within the context of the lifeskills topics covered.
Measure: textbook assignments, tests
PLO:
ILO: 2,1
GE-LO:
Year assessed or anticipated year of assessment: Spring 2017
3. Make affirmative and negative statements and questions, in oral and written form, using the simple present, present continuous and simple past tenses within the context of the lifeskills topics covered.
Measure: Small/large group discussion, pair activities, oral interviews, textbook assignments, written work, tests
PLO:
ILO: 1,7,2
GE-LO:
Year assessed or anticipated year of assessment: Spring 2017
4. Apply thematic vocabulary and basic grammatical structures in real world situations.
Measure: Oral interviews, self-evaluation
PLO:
ILO: 1,2,4
GE-LO:
Year assessed or anticipated year of assessment: Spring 2017

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 09/28/2015
4 Hours
Content: Introductory information: The student will review giving basic greetings, making introductions, and giving personal information (name, gender, age, marital status, address, phone number, etc.). Classroom vocabulary will be reviewed. Numbers and the English alphabet will be reviewed.
Student Performance Objectives (SPO): Students will be able to greet one another, introduce themselves and give personal information, both orally and in written form.
Out-of-Class Assignments: Written textbook assignments; oral practice
16 Hours
Content: Family and Education: The student will learn vocabulary related to the topic of the family and education, such as the names and relationships of family members, types of schools and grade levels. In talking about his/her family, the student will learn descriptive adjectives to describe people's physical characteristics. Communication will focus on being able to discuss his/her family and education.
Student Performance Objectives (SPO): Students will be able to name, identify and describe family members and relationships. They will be able to talk about education. They will be able to use the simple present of "be", possessive adjectives, and possessive nouns in spoken and written form.
Out-of-Class Assignments: Written textbook assignments; assigned readings; oral practice; vocabulary memorization
16 Hours
Content: Community: The student will learn vocabulary related to the topic of community. The student will learn to describe activities and places in the community, such as the library, bank, post office and the mall. He or she will learn to make polite requests with the modals can, could, may and would. Communication will focus on using community resources and being able to describe what is currently happening.
Student Performance Objectives (SPO): The students will be able to conduct personal business in the community. They will be able to use the present continuous and modals for requests in spoken and written form.

Out-of-Class Assignments: Written textbook assignments; assigned readings; oral practice; vocabulary memorization

16 Hours

Content: Daily Activities: The student will learn vocabulary related to daily activities at home and school. He or she will learn to use the simple present and adverbs of frequency to describe his/her daily routines. The student will learn to make appointments. Communication will focus on being able to discuss personal schedules.

Student Performance Objectives (SPO): Students will be able to use the simple present to communicate schedule information at home, school and work in spoken and written form.

Out-of-Class Assignments: Written textbook assignments; assigned readings; oral practice; vocabulary memorization

16 Hours

Content: Finding a Job: The student will learn vocabulary related to the topic of job positions, requirements and benefits. The student will learn to ask and answer questions about work responsibilities, schedules, benefits and requirements for jobs using the simple present. The student will practice filling out a job application and having an interview. Communication will focus on being able to inquire about a job.

Student Performance Objectives (SPO): Students will be able to find and apply for a job.

Out-of-Class Assignments: Written textbook assignments; assigned readings; oral practice; vocabulary memorization

16 Hours

Content: Ailments and Injuries: The student will learn vocabulary related to the topic of ailments and injuries. He or she will review the names of body parts. The student will learn to make a doctor's appointment and report an injury or illness in the simple past tense. Communication will focus on being able to describe injuries and ailments.

Student Performance Objectives (SPO): Students will be able to report an illness, injury or accident using the past tense in spoken and written form.

Out-of-Class Assignments: Written textbook assignments; assigned readings; oral practice; vocabulary memorization

16 Hours

Content: Work: The student will learn vocabulary related to the topic of work. The student will learn to describe jobs and work activities. He or she will learn to use the past tense to describe completed and uncompleted work tasks. The student will practice interviewing for a job. Communication will focus on being able to describe his/her job and report progress at work.

Student Performance Objectives (SPO): The students will be able to describe their jobs and report progress at work using the simple past in spoken and written form.

Out-of-Class Assignments: Written textbook assignments; assigned readings; oral practice; vocabulary memorization

5 Hours

Content: Review vocabulary and grammatical structures.

Student Performance Objectives (SPO): Students will be able to carry on short conversations, skim and scan short readings for specific information and write simple sentences using the thematic vocabulary and grammar introduced during the semester.

Out-of-Class Assignments: Review vocabulary and conversations covered in class materials.

3 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.
METHODS OF EVALUATION:
Category 1 - The types of writing assignments required:
Percent range of total grade: 5% to 10%
Written Homework
If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason:
Category 2 - The problem-solving assignments required:
Percent range of total grade: % to %
Category 3 – The types of skill demonstrations required:
Percent range of total grade: 10% to 20%
Class Performance/s
Category 4 - The types of objective examinations used in the course:
Percent range of total grade: % to %
Multiple Choice
True/False
Matching Item
Completion
Other: Short answer and oral interview

REPRESENTATIVE TEXTBOOKS:
Recommended:
Forstrom, J., et.al. Excellent English 2 Student Book and Workbook (First Half). McGraw Hill, 2008 (Text is relevant and currently being used in the field of ESL). Or other appropriate college level text.
ISBN: 0-07-329177-3 (student book) 0-07-719394-6 (workbook) (if available)
Reading level of text, Grade: Integrated ESL Low Beginning (From the ESL CB 21 Rubric) Verified by: Nicole Cisneros
Other textbooks or materials to be purchased by the student: Stand Out 2 published by Cengage Learning is also appropriate.

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: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number: G
Prior to College Level: G
Non Credit Enhanced Funding: Y
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours: 0
Minimum Hours: 0
Course Control Number: CCC000546155
Sports/Physical Education Course: N
Taxonomy of Program: 493087