Course Outline

COURSE: ESL 787  DIVISION: 90  ALSO LISTED AS:

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

SHORT TITLE: NC ESL LIFESKILLS 2B

LONG TITLE: NC ESL Lifeskills 2B

<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></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></td>
<td>108</td>
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COURSE DESCRIPTION:

This is the fourth 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 will 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: places, food and nutrition, housing and the neighborhood, talking about future plans and goals).

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: 1,2,4
GE-LO:
Year assessed or anticipated year of assessment: Spring 2017
3. Identify the main idea and supporting details of a short reading within the context of lifeskills topics
covered.
Measure: textbook assignments, tests
PLO:
ILO: 2,1
GE-LO:
Year assessed or anticipated year of assessment: Spring 2017
4. Make affirmative and negative statements and questions, in oral and written form, using the simple
present, present continuous, future and simple past tenses within the context of the lifeskills topics covered.
Measure: Oral interviews, self-evaluation
PLO:
ILO: 1,7,2
GE-LO:
Year assessed or anticipated year of assessment: Spring 2017
5. 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: Places: The student will learn vocabulary related to the topic of places. He or she will learn
descriptive and comparative adjectives to describe emotions and life experiences in the community, at work
and while traveling. Communication will focus on being able to compare two places.
Student Performance Objectives (SPO): Students will be able to describe and compare two places in the
past and present tenses in spoken and written form. They will also be able to relate personal experiences.
Out-of-Class Assignments: Written textbook assignments; assigned readings; oral practice; vocabulary
memorization
16 Hours
Content: Food and Nutrition: The student will learn vocabulary related to the topic of food and nutrition. He or she will learn to talk about buying groceries, ordering food in a restaurant, and diet and nutrition. The student will learn to read a nutrition label and a recipe. Count and non-count nouns will be reviewed, and additional ones will be introduced. Communication will focus on being able to talk about food and nutrition.

Student Performance Objectives (SPO): Students will be able to give and take a food order and discuss healthy eating habits.

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

16 Hours

Content: The Neighborhood: The student will learn vocabulary related to the topic of renting an apartment and living in a neighborhood. He or she will learn to describe activities, places and resources in a neighborhood. The student will learn to read a housing ad. He or she will learn to describe problems that might occur in a rental situation. Communication will focus on responding to a housing ad and requesting utility services.

Student Performance Objectives (SPO): The students will be able to utilize resources in a neighborhood, acquire housing and report problems to a landlord.

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

16 Hours

Content: Driving: The student will learn vocabulary related to driving around town. He or she will learn to read traffic signs and to ask for and give directions using prepositions of direction. He or she will learn to use the modal "must" and the expression "have to" to talk about traffic rules. Communication will focus on being able to ask and give directions and conduct transactions at DMV.

Student Performance Objectives (SPO): Students will be able to give and follow directions, obey traffic signs and rules, and conduct business at DMV.

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

16 Hours

Content: Plans: The student will learn vocabulary related to the topic of making plans. He or she will learn to use the future tense with "going to" to describe weekend and holiday plans. The student will be introduced to the modal "might". Communication will focus on being able to express plans for the immediate future.

Student Performance Objectives (SPO): Students will be able to describe plans for the near future using the future tense in spoken and written form.

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

16 Hours

Content: Goals: The student will learn vocabulary related to the topic of personal and educational goals. He or she will learn to use the modal "will" to describe future goals. The student will be introduced to infinitives with "want", "plan" and "need". Communication will focus on being able to express goals for the future.

Student Performance Objectives (SPO): Students will be able to describe their goals for the long-term future, both 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, read for the main idea 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 (Second 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:
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: CCC000546156
Sports/Physical Education Course: N
Taxonomy of Program: 493087