



## 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 (personal information, family, housing, time, clothes, shopping, telephone, emergencies, body, health, hobbies, post office, occupations)

ILO: 1,2,4

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

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:

1-3 30 Introductory Information: The student will begin by learning to use basic greetings, make introductions, and give personal data (name, gender, age, marital status, address, phone number, etc.) Classroom vocabulary will be introduced and learned to enable simple in-class communication in English. Colors, numbers, and the English alphabet will be presented and practiced as well as handwriting skills.

4-5 20 Family: The student will learn vocabulary related to

the topic of the family, will name family members, and identify family relationships. In talking about his/her family, the student will learn adjectives to better describe people, places, things, and feelings. Communication will focus on being able to discuss his/her family.

6-7 20 Housing: The student will learn vocabulary related to the topic of housing and will be able to name the rooms, furniture, and activities done in the house. The student will be able to report housing problems to the landlord and describe his/her own house or apartment. Communication will focus on being able to discuss the topic of housing.

8 10 Time: The student will learn vocabulary related to the topic of time and will practice telling time. The student will be able to identify days, months, years, dates, and holidays using cardinal and ordinal numbers. Communication will focus on being able to ask and answer questions about time in different contexts.

9 10 Clothes/Shopping: The student will learn vocabulary related to the topic of clothing and shopping. The student will be able to name articles of clothing, describe what someone is wearing, state the cost and size of items, and use money to pay for items in a shopping context. Communication will focus on being able to ask and answer questions about clothing and shopping.

10-11 20 Food: The student will learn vocabulary related to the topic of food. The student will be able to name food and drink items, identify food units and containers (box, can, bunch, dozen, etc.), ask where things are in a store, read aisle numbers, read basic menu, and order a simple meal in a restaurant. Communication will focus on being able to ask and answer questions about food.

12 10 Telephone/Emergencies: The student will learn vocabulary related to the topic of using the telephone and reporting emergencies. The student will be able to exchange phone numbers with others, make simple phone calls, take very simple phone messages, and report emergencies (fire, accident, etc.). Communication will focus on being able to use the telephone and report emergencies.

13-14 20 The Body/Health: The student will learn vocabulary related to the topic of the body and health. The student will be able to identify the external parts of the body, make a doctor's appointment, report basic health problems, follow basic instructions in a medical exam, and have a simple prescription filled. Communication will focus on being able to inform and ask about their health.

15 10 Hobbies/Activities: The student will learn vocabulary related to different hobbies and activities that people do. The student will be able to talk about and describe his/her hobbies, ask other about their hobbies, express likes and dislikes, and state his/her own daily

activities. Communication will focus on being able to expand a conversation beyond the basic, daily needs to include interests.

16 10 Post Office: The student will learn vocabulary related to using the post office. The student will be able to write a very simple letter or postcard, address an envelope, buy stamps, fill out a change of address form, and ask for specific services in the post office. Communication will focus on being able to use the post office.

17 10 Occupations: The student will learn vocabulary related to different jobs and occupations. The student will be able to name different occupations, identify basic duties and skills associated with those occupations, describe his/her own job/occupation, and ask others about their jobs. Communication will focus on being able to discuss occupation and job duties.

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 (computer, tape)

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 Getting Started*, Longman, 1999

Tanaka/Ferrel, *English Extra*, Longman, 1998

Burton/Maharg, *Going Places I*, Prentice Hall Regents, 1998

Molinsky/Bliss, ^uWord by Word Basic Picture Dictionary,^s  
Prentice Hall Regents, 1995  
Shapiro/Adelson-Goldstein, ^uThe Oxford Picture Dictionary^s,  
Oxford University Press, 2000  
Weinstein/Huizenga, ^uCollaborations Beginning I,^s Heinle and  
Heinle, 2000  
Foley/Neblett, ^uBasic Grammar in Action^s, Heinle and Heinle, 2001  
Diolata/Chapman, ^uTake Charge Book I,^s McGraw-Hill Contemporary,  
1999  
Reading level of text: Nonnative speaker literacy/beginning level  
Other Materials Required to be Purchased by the Student:  
None

**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: CCC000223241  
Sports/Physical Education Course: N  
Taxonomy of Program: 493087