



Course: ESL 501B

Division: 10

Also Listed As:

Term Effective: 201130, INACTIVE COURSE

Short Title: SURVIVAL ESL I B

Full Title: Survival ESL I Second Half

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 2	3	17.34	Lecture: 34.68
Lab: 3			Lab: 52.02
Other: 0			Other: 0
Total: 5			Total: 86.7

Credit Status: C - Credit - Degree Non Applicable

Grading Modes: P - Pass/No Pass

Repeatability: Repeatability: N - Course may not be repeated

Schedule Types: 02 - Lecture and/or discussion
03 - Lecture/Laboratory
04 - Laboratory/Studio/Activity

Course Description:

This is a second half of a course in survival English for students with little or no oral or written English competency. It will give students basic vocabulary and familiarity in life skill areas such as the family, food, health, and occupations. The course integrates listening, speaking, reading, and writing. (ESL 501, 502, and 503 are sequential courses that may be taken in full form or in halves, preferably A before B.) This is a pass/no pass course.

ADVISORY: ESL 501A or ESL assessment recommendation

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, 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:

1-4 20 Introductory Information: The students will review giving basic greetings, making introductions, and giving personal data (name, gender, age, marital status, address, phone number, etc.). Classroom vocabulary will be reviewed. Colors, numbers, and the English alphabet will be reviewed as well as handwriting skills. The topic of Food will be introduced. The student will learn vocabulary related to the topic of Food and 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 a basic menu, and order a simple meal in a restaurant.

5-6 20 Telephone/Emergencies: The student will learn vocabulary related to the topic of using the telephone and reporting emergencies and 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.

7-10 20 The Body/Health: The student will learn vocabulary related to the topic of the body and health and 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 name the parts of the body to discuss health and health problems.

11-12 10 Hobbies/Activities: The student will learn vocabulary related to the topic of hobbies and activities. The student will be able to describe his/her hobbies and interests, ask others about their hobbies, express his/her likes or dislikes, and state his/her daily activities. Communication will focus on being able to ask and answer questions about hobbies, interests, and daily activities.

13-14 10 Post Office: The student will learn vocabulary related to the topic of the post office. The student will be able to write a very simple letter or postcard, address an envelope, buy stamps, and fill out a change of address form. Communication will focus on being able to ask and answer questions about the post office and use post office services.

15-17 15 Occupations: The student will learn vocabulary related to the topic of jobs and occupations. The student will be able to name different jobs and occupations, identify the basic duties and skills associated with those occupations, describe his/her job or occupation, and ask others about their jobs. Communication will focus on being able to discuss a variety of jobs and occupations and the basic duties of each.

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 (computers/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, ^uNew Vistas Getting Started^s, Longman, 1999

Tanaka/Ferrel, ^uEnglish Extra^s, Longman, 1998

Burton/Maharg, ^uGoing Places I^s, Prentice Hall Regents, 1998

Molinsky/Bliss, ^uWord by Word Basic Picture Dictionary^s,
Prentice Hall Regents, 1998

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 1^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: CCC000338557

Sports/Physical Education Course: N

Taxonomy of Program: 493087