

Course: ESL 502 Division: 10 Also Listed As:

Term Effective: 201130, INACTIVE COURSE

Short Title: SURVIVAL ESL II

Full Title: Survival ESL II

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 4	6	17.34	Lecture: 69.36
Lab: 6			Lab: 104.04
Other: 0			Other: 0
Total: 10			Total: 173.4

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 course in 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 the weather, transportation, employment, and American holidays and customs. 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 halved, preferably A before B.) This is a pass/no pass course.  
 ADVISORY: ESL 501 or ESL 501A and 501B 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 review, classroom vocabulary, weather, seasons, restaurants, housing, shopping for clothes, transportation, directions, banking, money, 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, 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, 6

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-Class Assignments, and Language Skills listed above.

### WEEK HOURS CONTENT:

1-2 20 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 501 will be reviewed: the family, housing, time, clothes/shopping,

food, telephone/emergencies, the body/health, hobbies/activities, the post office, and jobs/occupations.

3 10 Weather/Seasons: The student will learn vocabulary related to the topic of the weather and the seasons, ask about and describe the day's weather, and compare the weather of the four seasons. The student will be able to describe clothing for the weather; choose favorite season and talk about activities, holidays, and events common in that season; and compare local weather, seasons, and holidays with those from other countries. Communication will focus on being able to discuss the weather and seasons.

4 10 Restaurants: The student will learn vocabulary related to the topic of restaurants and ordering food in a restaurant. The student will be able to read fast food and other restaurant menus; give and take food orders; identify the duties of restaurant workers (host/hostess, cashier, cook, dishwasher, bus person, waiter/waitress, manager); role-play a restaurant scene, and compute appropriate tip. Communication will focus on being able to go to a restaurant and order food and service.

5-6 20 Housing: The student will learn vocabulary related to the topic of housing. The student will be able to describe in detail the interior and exterior of a house (rooms, furniture, appliances, outdoor structures, etc.); use the telephone to report housing/problems to the manager; take telephone messages; read classified ads and call to inquire about renting, leasing, or buying; and fill out a simple rental agreement. Communication will focus on being able to discuss all aspects of housing in different contexts.

7 10 Shopping: The student will learn vocabulary related to the topic of shopping. The student will be able to compare clothing styles, sizes, and prices as well as buy, make exchanges, and get refunds for products. Communication will focus on being able to ask and answer questions about shopping in general.

8 10 Transportation: The student will learn vocabulary related to the topic of transportation. The student will be able to give and follow directions, read basic road maps, read simple road signs, use appropriate vocabulary to describe various modes of transportation (ride my bike, take the bus, etc.), read bus schedules, and make bus, train, and plane reservations. Communication will focus on being able to ask and answer questions about transportation.

9 10 Bank/Money: The student will learn vocabulary related to the topic of using the bank and money. The student will be able to buy something and count out correct change, write checks and money orders, open and close a checking and savings account, and make deposits and withdrawals. Communication will focus on being able to use banking services and talk about money.

10-11 20 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.

12-13 20 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 student's 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 the U.S. government.

14 10 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.

15 10 Healthy Living: The student will learn vocabulary related to healthy living and different lifestyles. The student will be able to 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.

16 10 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, and discuss the material read. Communication will focus on being able to use local library services and choose appropriate materials.

17 10 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.

18 2 Final Exam

See Course Objectives Section.

**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, New vistas Level I, Longman, 1999

Maurer/Schoenberg, True Colors Level I, Longman, 1997

Burton/Maharg, Going Places II, Prentice Hall Regents, 1998

Molinsky/Bliss, Word by Word Basic Picture Dictionary, Prentice Hall Regents, 1995

Shapiro/Adelson-Goldstein, The Oxford Picture Dictionary, Oxford University Press, 2000

Weinstein/Huizenga, Collaborations Beginning II, Heinle and Heinle, 2000

Foley/Neblett, Grammar in Action Book I, Heinle and Heinle, 2000

Savage, Crossroads Cafe, Heinle and Heinle, 1996

Reading level of text: Nonnative speaker 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: CCC000067391  
Sports/Physical Education Course: N  
Taxonomy of Program: 493087