

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 to communicate in English in classroom activities.

ILO: 1,2,4

Measure: small/lg group discussion, pair activities, oral interviews

2. Apply appropriate structures to begin and end a conversation.

ILO: 1,2,4

Measure: small/lg group discussion, pair activities, oral interviews

3. Express individual realities, desires, likes and dislikes in very simple written paragraphs.

ILO: 1,2,4

Measure: homework/written assignments, boardwork, tests

4. Demonstrate understanding of readings about life/community experiences

ILO: 1,2,4

Measure: 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 10 Introductory Information and Review: 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 502 will be reviewed: the weather/seasons, restaurants, housing, shopping, transportation, banking/money, employment, civics/geography, holidays, healthy living, and library/reading.

2-3 20 Family: The student will review vocabulary related to the topic of family. The student will be able

to describe his/her own family, understand relationships in other families, explain terms of kinship, respond to and ask questions regarding other students' families, describe family activities, and compare American family relations with peers' family relationships. Communication will focus on being able to discuss the family in general and compare one kind of family to another.

4-5 20 Housing: The student will review vocabulary related to the topic of housing. The student will be able to describe his/her own home and housing needs as well as discuss basic housekeeping functions, communicate with landlords regarding repairs, express relevant shopping needs, and read simplified rental agreements and leases. He/she will also be able to read simple stories describing his/her own present and past neighborhoods and work he/she does around the property. Communication will focus on being able to discuss a wide variety of issues regarding housing.

6-7 20 Community: The student will review and expand on vocabulary related to functioning within his/her community. The student will be able to give and receive directions and will know basic services available in the community as well as communicate basic service needs, use pay phones, open a bank account, deposit and withdraw money, purchase stamps and insure packages at the post office, send a certified and registered letter, discuss a bus schedule, and discuss how to apply for a driver's license. Communication will focus on being able to use and discuss a wide variety of community services.

8-9 20 Shopping: The student will review and expand vocabulary related to the topic of shopping. The student will be able to identify various stores and departments within stores; read, discuss, and compare food and clothing labels, prices, and sizes; identify methods of payment and check accuracy of receipts; understand and compute sales tax; comparison shop using advertisements, catalogs, and coupons; and role-play returning or exchanging a purchase. Communication will focus on being able to get service when shopping.

10-11 20 Health: The student will review and expand vocabulary related to the topic of health. The student will be able to identify external and internal body parts, common ailments, and non-prescriptive medicines; describe and discuss states of health, including symptoms of common ailments; ask and answer questions about illness and injury; compare schedules to make or change a medical appointment; give remedies for common health problems; and understand labels for prescription and non-prescription medications, including correct dosages and warnings. Communication will focus on being able to discuss different issues related to health and ailments.

12-14 30 Jobs: The student will review and expand vocabulary

related to the topic of jobs and employment. The student will be able to identify a wide variety of occupations, job activities, abilities and skills required, and personal qualifications. the student will also learn to give information about work experience, understand and express warnings, discuss authentic want ads and abbreviations, participate in practice job interviews, write correctly the names of different occupations and describe daily or regular duties, describe the conditions in a workplace, fill out job applications, use a social security form, and explain absence from work. Communication will focus on being able to discuss jobs and their regular duties and on being able to secure a job.

15-16 20 Holidays/Leisure: The student will review and expand vocabulary related to the topic of holidays and leisure. The student will be able to identify, discuss, and write about major American holidays; write and pronounce key vocabulary relevant to each holiday; write about American holidays, and holidays in his/her native country; discuss advantages and disadvantages of modes of travel; practice asking about schedules and fares, distance, and weather; describe and write about travel plans, vacation, weekend activities, or sports events; read TV and movie program schedule; and discuss and read new information about activities for participants and spectators. Communication will focus on being able to talk about American holidays and participate in leisure activities.

17 10 Review: The student will review the key vocabulary and functions learned throughout the semester to the topics of family, housing, community, shopping, health, jobs, and holidays/leisure and become aware of the level of comfort achieved in communicating in and about these different life skill areas.

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, *New Vistas Level II*, Longman, 1999

Maurer/Schoenberg, *True Colors II*, Longman, 1997

Saslow/Collins, *Workplace Plus Living and Working in English Level II*, Longman, 2001

Molinsky/Bliss, *Word by Word Basic Picture Dictionary*,
Prentice Hall Regents, 2000

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

Weinstein/Huizenga, *Collaborations Intermediate I*, Heinle
and Heinle, 2001

Foley, *Grammar in Action, Book II*, Heinle and Heinle, 2000

Savage, *Crossroads Cafe*, Heinle and Heinle, 1996

Reading level of text: Nonnative speaker beginning level.

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: CCC000318948

Sports/Physical Education Course: N

Taxonomy of Program: 493087