

Course: ESL 503A

Also Listed As:

Term Effective: 201030, INACTIVE COURSE

Short Title: SURVIVAL ESL III A

Full Title: Survival ESL III First 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: N

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

Course Description:

This is the first half of a third course in survival English for students with beginning oral or written English competency. It will reinforce basic skills learned and continue to develop vocabulary and ease of communication in life skill areas such as the family, the larger community, health, employment, and leisure activities. 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 502 or ESL 502A and 502B 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 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:

Curriculum Approval Date: 09/28/2009

Note: See Performance Objectives, Out-of-Class Assignments, and Language Skills listed above.

WEEK HOURS CONTENT:

1-2 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.

3-6 20 Family: The student will review vocabulary related to the topic of the 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.

7-10 20 Housing: The student will review vocabulary related to the basic 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.

11-14 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.

15-17 15 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-playing returning or exchanging a purchase. Communication will focus on being able to get services when shopping.

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/tapes)
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: CCC000289585

Sports/Physical Education Course: N
Taxonomy of Program: 493082