

Course Outline

COURSE: ESL 510B **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2018 **Inactive Course**

SHORT TITLE: BASIC ESL II

LONG TITLE: Basic ESL II

| Units | Number of Weeks | | Contact Hours/Week | | Total Contact Hours |
|-------|-----------------|----------|--------------------|----------|---------------------|
| 6 | 18 | Lecture: | 6 | Lecture: | 108 |
| | | Lab: | 0 | Lab: | 0 |
| | | Other: | 2 | Other: | 36 |
| | | Total: | 8 | Total: | 144 |

COURSE DESCRIPTION:

This course is an intensive, integrated-skill program for students who have limited English skills. Through listening, speaking, reading and writing activities, students learn to communicate about every day topics using basic English structures. **ADVISORY:** ESL assessment recommendation.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity
- 04A - Laboratory - LEH 0.65
- 05 - Hybrid
- 72 - Dist. Ed Internet Delayed
- 73 - Dist. Ed Internet Delayed LAB
- 73A - Dist. Ed Internet LAB-LEH 0.65

STUDENT LEARNING OUTCOMES:

1. Ask and answer yes/no, information, personal, community based questions and conduct short conversations in simple present, present continuous and simple past tenses.

Measure: Individual Oral Interview

PLO:

ILO: 1,2,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2014

2. Demonstrate the ability to read simple paragraphs using the vocabulary related to the life-skills topics covered.

Measure: Read passages and answer comprehension questions on exams and homework

PLO:

ILO: 2

GE-LO:

Year assessed or anticipated year of assessment: 2014

3. Write simple sentences using the basic vocabulary and grammatical structures covered in the course such as: simple present, present continuous and simple past tenses.

Measure: written exams, homework

PLO:

ILO: 3

GE-LO:

Year assessed or anticipated year of assessment: 2014

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 11/27/2017

6 Hours

CONTENT - Course Outline Review, Introductions, Personal Information and Basic School Information

STUDENT PERFORMANCE OBJECTIVES – Students will read and listen to an explanation of the course outline and classroom policies. Students will introduce themselves and others. They will ask and respond to personal information questions both in verbal and

written form with accurate spelling (first and last name, address, email

address, phone number, age, birthday, marital status, number of children,

native country, first language). They will identify things in the

classroom, follow classroom instructions, and use basic classroom language such

as: How do you say this in English? What does X mean? How do you spell X?

I don't understand. Can you repeat that please? I was absent because... I was

late because... I need help. etc.

Students will use the following structures in spoken and written

form: subject pronouns and the BE verb, possessive adjectives, singular and plural nouns,

basic location prepositions, questions with who, where and what, yes/no

questions, imperatives.

(Spoken and written structures are mentioned at the time they receive a major focus.

However, these structures may well appear several times in oral and written work,

both before and after their focused presentation.)

HOMEWORK

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

15 Hours

CONTENT – Common Activities

STUDENT PERFORMANCE OBJECTIVES - Students will describe common activities

by speaking, reading, and writing sentences(affirmatives, negatives, information and yes/no questions) using the present continuous tense. They will identify important places in the community and describe their location using “There is/are” and prepositions. They will read short paragraphs.

HOMEWORK

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

15 Hours

CONTENT – Describing People, Things and the Weather

STUDENT PERFORMANCE OBJECTIVES – Students will use simple, comparative, and superlative adjectives to describe family members and other people, places, things and the weather.

HOMEWORK

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

10 Hours

CONTENT – Shopping

STUDENT PERFORMANCE OBJECTIVES – Students will use descriptive adjectives, demonstrative adjectives, singular and plural nouns, the present continuous tense and basic idiomatic phrases that are needed for shopping.

HOMEWORK

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

20 Hours

CONTENT – Daily Routines

STUDENT PERFORMANCE OBJECTIVES – Students will speak and write about their daily routines, school, work, and hobbies using the simple present tense. Students will write affirmative and negative sentences, as well as information and yes/no questions. They will utilize frequency adverbs and object pronouns.

HOMEWORK

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

20 Hours

CONTENT – Emotions, Activities, and Occupations

STUDENT PERFORMANCE OBJECTIVES – Students will use adjectives to describe emotions.

Students will use can/can't to describe abilities and job responsibilities. Students will read and write sentences (aff., neg., ques. & short answers) and short paragraphs that contrast the simple present tense with the present continuous tense. Students will ask and answer questions using the correct auxiliaries (Do/Does vs. Am/Is/Are).

HOMEWORK

Review material covered in textbook.

Do reading and writing activities in textbook and on handouts.

Communicate in English using vocabulary and structures studied.

20 Hours

CONTENT - Past Activities

STUDENT PERFORMANCE OBJECTIVES – Students will use the past tense (both the BE Verb and other common verbs) to talk and write about past activities and feelings. They will write affirmative and negative statements and yes/no and information questions. They will contrast the usage of was/were vs. did. They will read short stories and ask and answer comprehension questions.

2 Hours

FINAL EXAM

METHODS OF INSTRUCTION:

Classroom activities include listening exercises, pronunciation contrasts, dialogues, oral drills, question and answer pairs, guided readings, vocabulary development, oral composition, basic sentence writing, role-playing, and guided writing. Lab hours consist of listening, speaking, reading, writing and computer activities.

METHODS OF EVALUATION:

Category 1 - The types of writing assignments required:

Percent range of total grade: 5 % to 10 %

Written Homework

Category 2 -The problem-solving assignments required:

Percent range of total grade: 0 % to 0 %

Category 3 -The types of skill demonstrations required:

Percent range of total grade: 10 % to 20 %

Class Performance/s

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 80 % to 90 %

Multiple Choice

True/False

Matching Items

Completion

Other: Short paragraph writing and oral interview

REPRESENTATIVE TEXTBOOKS:

Recommended:

Joan Saslow and Allen Ascher. Top Notch Book 1 and the Active Book. Pearson Longman, 2011. Or other appropriate college level text.

Reading level of text, Grade: Basic/Beginning ESL Grade Verified by: Kathleen Campbell

Other textbooks or materials to be purchased by the student: Molinsky and Bliss' "Side by Side Plus - Life Skills, Standards, and Test Prep AND Side by Side Activity & Test Prep Workbook", (3rd ed) by Pearson Longman is a representative text, however the latest edition is from 2008. ISBN: 0-13-240254-8 AND 0-13-040647-3

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:
IGETC:
CSU TRANSFER:
 Not Transferable
UC TRANSFER:
 Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B
Classification: Y
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: F
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000554969
Sports/Physical Education Course: N
Taxonomy of Program: 493087