

**Course Outline**

**COURSE:** ESL 702A                      **DIVISION:** 90                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Summer 2020                      **CURRICULUM APPROVAL DATE:** 05/12/2020

**SHORT TITLE:** ESL CITIZENSHIP

**LONG TITLE:** ESL Citizenship

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	1 TO 6	18 TO 108
		Lab:	0	0
		Other:	0	0
		Total:	1 TO 6	18 TO 108

**COURSE DESCRIPTION:**

This course is designed for second language learners that want to prepare for the United States Citizenship test given by the Department of Immigration and U. S. Naturalization Services. The focus will be on communicative English skills and knowledge of American History and Government required for passing the test to become a citizen of the United States. Readings are at the high-beginning/low-intermediate ESL level and will focus on the historical period beginning in the 1600's on through to 1980.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** N - Non Credit

**GRADING MODES**

N - Non Credit

**REPEATABILITY:** R - Course may be repeated

Maximum of 99 times, 100 credit hours

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

1. The student will demonstrate his/her ability to complete the Application for Naturalization (Form N400) with accurate and correct information.

Measure: Completion of Application for Naturalization

PLO:

ILO: 2,7,1

GE-LO:

Year assessed or anticipated year of assessment: 2018

2. The students will prepare for written and oral responses to the "100 Questions" on the United States Citizenship Exam and the INS Interview by completing practice tests and oral responses with appropriate answers.

Measure: Practice tests and oral responses

PLO:

ILO: 2,7,1

GE-LO:

Year assessed or anticipated year of assessment: 2018

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

Curriculum Approval Date: 05/12/2020

3-18 Hours

Introduction and Overview to the course: The Naturalization Process and Steps to Citizenship Students will read about, discuss and write about the benefits to becoming a U. S. Citizen, including: The right to vote, the process for filing petitions for close relatives to come to the U. S., employment in federal jobs, and a U. S. Passport. In addition, the steps to becoming a Naturalized U. S. Citizen, permanency requirements, the Application for Naturalization-Form N-400, the U. S. History and Government Test and the INS Interview will be reviewed.

In Class Activities: 1) The students will read the specific content on the Naturalization Process. 2) The students will complete the T/F, completion and short answer worksheets 3) The students will respond orally to questions on the selected reading. 4) The students will practice asking and responding to potential questions taken from the "100 Questions" for the U. S. History Exam. 5) The students will listen to an English grammar lesson on "information questions" (What?, Why?, How?, When?, Where?, and Who?) found in the INS Interview in preparation for answering these types of questions. They will then practice using these questions in both verbal and written form. 6) Students will define and use the following vocabulary words taken from the readings: Deported, disabilities, eligible, fingerprints, INS interview, naturalization, naturalized, oath of allegiance, permanent resident, petition, swearing-in-ceremony, symbol, and truth. 7) The students will fill out the actual section of the N-400 Application Form (Part 1 & 2) which identifies the Ten Basic Citizenship Requirements. 8) The students will read about and discuss the significance of the Statue of Liberty.

Student Performance Objectives: Students will identify the benefits and steps of the naturalization process, the symbolism of the Statue of Liberty and answer questions, both orally and written, to basic questions from the selected reading.

### 3-18 Hours

The students will read about, discuss and write about the following history on the New World: The Discovery of the New World, the Pilgrims and Colonization of the New World.

In Class Activities: 1) The students will define and use the following vocabulary words taken from the readings: Colonists, colony, native, sailors, settle, silk, tobacco, trade. 2) The students will read the specific content on the New World. 3) The students will complete worksheets with T/F, completion and short answer questions based on the readings. 4) The students will practice asking and responding to questions taken from the potential "100 questions" for the History Exam. 5) The students will practice completing the introduction to the N-400 Application (Parts 3 & 4) which identifies "Information About You" and "Addresses and Telephone Numbers." 6) The students with a partner will orally practice the INS Interview Script. 7) The students will practice dictation on key historical concepts.

Student Performance Objectives: Students will practice using the verb "to be" in oral and written communication. Students will recall historical data on the discovery and colonization of the New World.

### 3-18 Hours

The students will read about, discuss and write about the following history of the New World: "A New Nation is Born" and "The Declaration of Independence"

In Class Activities: 1) The students will define and use the following vocabulary taken from the readings: battle, commander-in-chief, Congress, continental, goods, pursuit, obey, representation and tax. 2) The students will read the specific content on the Revolution & Independence Movements and important historical figures (Patrick Henry, Thomas Jefferson and George Washington. 3) The students will complete the T/F, completion and short answer worksheets based on the readings. 4) The students will practice asking and responding to potential questions taken from the "100 Questions" on the U. S. History Exam. 5) The students will fill out the N-400 Application (Parts 5 & 6) centering on "Information for Criminal Records Search" and "Information About Your Residence and Employment." 6) The students with a partner will orally practice the INS Interview Script. 7) The students will practice taking dictation on key historical concepts. 8) The students will read about and discuss the significance of the Star-Spangled Banner.

Students Performance Objectives: The students will practice how to respond to different types of questions and recognize the difference between a "yes/no or short answer question" given during the INS Interview. The students will identify and explain relevant historical data on the Revolution and Independence movements in the U. S.

### 3-18 Hours

The students will read about, discuss and write about the "Civil War and Westward Expansion" (from 1800-1960). They will also be introduced to the following historical figures and events from this era: Abraham Lincoln's Presidency, Moving West, Emancipation Proclamation, and Northern/Southern Economies

In Class Activities: 1) The students will define and use the following vocabulary words taken from the readings: Agriculture, assassinated, bloody, border, captured, crowded, economy, expanded, federal, industry, plantation, prohibit, rapidly, separate, slave and treaty. 2) The students will read the specific content on the Civil War and Expansion. 3) The students will complete the written T/F, completion and short answer oral worksheets. 4) The students will practice asking and responding to questions taken from the potential "100 Questions" on the U. S. History Test. 5) The students will fill out the N-400 Application (Parts 7 and 8A and B) which identifies "Time Outside the U. S." and "Information About Your Marital History." 6) The students with a partner will orally practice the INS Interview Script. 7) The students will practice taking dictation on key historical concepts. 8) The students will read about and discuss the significance of the U. S. Flag.

Student Performance Objectives: Students will demonstrate correct use of the past tense in oral and written communication. Students will also identify and explain the key historical concepts of the Civil War and Westward Expansion in U. S. History. They will also describe the significance of the U. S. Flag.

### 3-18 Hours

The students will read about, discuss, and write about the historical periods involving the U. S. at War (1914-1978)

In Class Activities: 1) The students will define and use the following vocabulary words taken from the readings: Atomic bombs, combat, communist, defeated, democratic, international, public service, resolve, stock market, submarine, troops, warships and weapons. 2) The students will read the specific content on the U. S. involvement in "military actions" and World Wars. 3) The students will complete the worksheets with T/F, completion and short answer activities based on the readings. 4) The students will practice asking and responding to potential questions taken from the "100 Questions" on the U. S. History Exam. 5) The students will fill out the N-400 Application (Parts 8, Sections C, D, E, F, & G and 9) which identifies "Information About Your Marital History continued" and "Information About Your Children." 6) The students with a partner will practice the INS Interview Script. 7) The students will practice dictation on key historical concepts from the reading. 8) The students will read about and discuss the significance of the United Nations.

Student Performance Objectives: Students will demonstrate correct usage of "the past tense in oral and written communication. Students will also identify and explain the key historical concepts of the U. S. at war. Students will explain what the purpose of the United Nations is and its importance in world politics.

### 3-18 Hours

The students will read about, discuss, and write about the Constitution as the Supreme Law of the Land

In Class Activities: 1) The students will define and use the following vocabulary words taken from the readings: Amendments, branch, checks and balances, discrimination, introduction, philosophy, power, ratified, preamble and supreme. 2) The students will read the specific content on the background of the U. S. Constitution, The Bill of Rights and Martin Luther King, Jr. 3) The students will complete the written T/F, completion and short answer worksheets based on the readings. 4) The students will practice asking and responding to potential questions taken from the "100 Questions" on the U. S. History Test. 5) The students will complete the N-400 Application (Part 10A & B, Questions 1-7) which identifies "Additional Questions" on group membership in the Communist Party, Terrorist or other Totalitarian groups and gives explanations on answering these questions correctly and honestly. 6) The students with a partner will practice the INS Interview Script. 7) The students will practice dictation on key historical concepts from the reading. 8) The students will read about and discuss the significance of Martin Luther King, Jr. and the Civil Rights Movements.

Student Performance Objectives: Students will identify "tag questions" from the reading and practice orally responding to them. (You have three children living with you, don't you?) Students will identify key historical concepts and historical figures important to the creation of the U. S. Constitution.

### **METHODS OF INSTRUCTION:**

High-Beginning/Low Intermediate readings are preceded by questions and visuals that set the stage for the topics. Each reading is followed by questions and writing exercises that strengthen grammar and language skills.

**METHODS OF EVALUATION:**

Category 1 - The types of writing assignments required:

Percent range of total grade: 5 % to 10 %

Other: Fill out N-400 application form

If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason:

Category 2 - The problem-solving assignments required:

Percent range of total grade: % to %

Category 3 ? The types of skill demonstrations required:

Percent range of total grade: % to %

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

Percent range of total grade: 90 % to 95 %

Multiple Choice

True/False

Matching Item

Completion

Other: short answer

**REPRESENTATIVE TEXTBOOKS:**

Recommended:

Magy, Ronna. U.S. Citizenship, Yes!, Heinle, 2009 (text is still current and being used in the field of teaching U.S. Citizenship).

Or other appropriate college level text.

ISBN: 1424095999 (if available)

Reading level of text, Grade: Beginning ESL Citizenship Verified by: Nicole Cisneros

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: K

Noncredit Category: B

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000594247

Sports/Physical Education Course: N

Taxonomy of Program: 493090