

Course Outline

COURSE: ESL 778 **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2014

Inactive Course

SHORT TITLE: ESL LIFESKILLS 2

LONG TITLE: ESL Lifeskills 2

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	5	90
		Lab:	0	0
		Other:	0	0
		Total:	5	90

COURSE DESCRIPTION:

This is the second course in a series of classes in survival English for students with very little oral or written English competency. It will give students basic vocabulary and familiarity in life skill areas such as the family, food, health, and occupations to manage in the real world. The course emphasizes oral communication and integrates listening, speaking, reading, and writing. **ADVISORY:** Placement into ESL Lifeskills by the CASAS placement test and successful completion of ESL 777.

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

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, telephone, emergencies, body,

ILO: 1, 2, 4

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

4. Apply thematic vocabulary and basic grammatical structures in real world situations.

ILO: 1, 2, 4

Measure: self-evaluation

5. Demonstrate class and study skills necessary for success in next level.

ILO: 1, 2, 4

Measure: class participation

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

Inactive Course: 03/10/2014

15 Hours

CONTENT: Introductory Information. The students will review giving basic greetings, making introductions, and giving personal data (name, gender, age, marital status, address, phone number, etc.). Classroom vocabulary will be reviewed. Colors, numbers, and the English alphabet will be reviewed as well as handwriting skills. The topic of Food will be introduced. The student will learn vocabulary related to the topic of food and will be able to name food and drink items, identify food units and containers (box, can, bunch, dozen, etc.), ask where things are in a store, read aisle numbers, read a basic menu, and order

HOMEWORK: Written textbook assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will be able to identify foods and food units, find items in a grocery store, and order food at a restaurant.

15 Hours

CONTENT: Telephone/Emergencies. The student will learn vocabulary related to the topic of using the telephone and reporting emergencies and will be able to exchange phone numbers with others, make simple phone calls, take very simple phone messages, and report emergencies (fire, accident, etc.). Communication will focus on being able to use the telephone and report emergencies.

HOMEWORK: Written textbook assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will be able to make phone calls, take messages, and report emergencies.

15 Hours

CONTENT: The Body/Health. The student will learn vocabulary related to the topic of the body and health and will be able to identify the external parts of the body, make a doctor's appointment, report basic health problems, follow basic instructions in a medical exam, and have a simple prescription filled. Communication will focus on being able to name the parts of the body to discuss health and health problems.

HOMEWORK: Written homework assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will be able to make and attend doctor appointments and have prescriptions filled.

5 Hours

CONTENT: Hobbies/Activities. The student will learn vocabulary related to the topic of hobbies and activities. The student will be able to describe his/her hobbies and interests, ask others about their hobbies, express his/her likes or dislikes, and state his/her daily activities. Communication will focus on being able to ask and answer questions about hobbies, interests, and daily activities.

HOMEWORK: Written textbook assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will be able to express likes and dislikes in regard to hobbies.

15 Hours

CONTENT: Post Office. The student will learn vocabulary related to the topic of the post office. The student will be able to write a very simple letter or postcard, address an envelope, buy stamps, and fill out a change of address form. Communication will focus on being able to ask and answer questions about the post office and use post office services.

HOMEWORK: Written textbook assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will be able to write correspondence, take it to a post office, pay for it and send it.

10 Hours

CONTENT: Occupations. The student will learn vocabulary related to the topic of jobs and occupations. The student will be able to name different jobs and occupations, identify the basic duties and skills associated with those occupations, describe his/her job or occupation, and ask others about their jobs. Communication will focus on being able to discuss a variety of jobs and occupations and the basic duties of each.

HOMEWORK: Written textbook assignments; vocabulary memorization

PERFORMANCE OBJECTIVES: Students will be identify different occupations

and talk about the skills required for each.

2 Hours

CASAS testing

METHODS OF INSTRUCTION:

Students practice conversation, role play, dialog, reading, writing practice, dictation. Activities are based on thematic topics for communicative competence. Teaching methods: TPR, the Natural Approach, the Communicative Approach, Cooperative Learning, Experiential Learning.

METHODS OF EVALUATION:

REPRESENTATIVE TEXTBOOKS:

Jenkins, Standout Basic, Thomson Heinle, 2008

Adelson-Goldstein, Step Forward Intro, Oxford University Press, 2007

Soars, American Headway Starter, Oxford University Press, 2002

Heinle, Picture Dictionary, Heinle, 2005

Molinsky and Bliss, ExpressWays 1, Longman, 1996

Brown, New Vistas Getting Started, Longman, 1998

Tanaka and Ferrel, English Extra, Longman, 1998

or other appropriate college level text.

Reading level of text: Survival ESL grade.

Verified by: M. Sanidad

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: K

Noncredit Category: A

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: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000456298

Sports/Physical Education Course: N

Taxonomy of Program: 493087