



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: ESL 784 **DIVISION:** 90 **ALSO LISTED AS:**

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

SHORT TITLE: NC ESL LIFESKILLS 1A

LONG TITLE: NC ESL Lifeskills 1A

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

Out of Class Hrs: 216.00

Total Learning Hrs: 324.00

COURSE DESCRIPTION:

This is the first course in a series of English classes for students with basic oral or written English competency. It will give students basic vocabulary and familiarity in life skill areas such as family, school, time and shopping to manage in the English speaking community. This course integrates listening, speaking, reading and writing. **ADVISORY:** ESL Assessment Recommendation

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Ask and answer simple questions about issues that affect people's daily lives (for example: personal information, family, school, time, weather, community, shopping).
2. Read and demonstrate a basic understanding of signs, maps and simple paragraphs within the context of the lifeskills topics covered.
3. Make affirmative and negative statements and questions, in oral and written form, using the simple present and present continuous tenses within the context of the lifeskills topics covered.
4. Apply thematic vocabulary and basic grammatical structures in real world situations.

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

Curriculum Approval Date: 05/12/2020

20 Hours

Content: Personal Information: The student will begin by learning to use basic greetings, make introductions, and give personal information (name, gender, age, marital status, address, phone number, country of origin, occupation, etc.). Classroom vocabulary will be introduced and reinforced to enable simple in-class communication in English. Numbers and the English alphabet will be reviewed.

Student Performance Objectives (SPO): Students will be able to greet one another, introduce themselves and give personal information, both orally and in written form. They will be able to use subject pronouns and the simple present form of "be" in spoken and written form.

16 Hours

Content: Family: The student will learn vocabulary related to the topic of the family, such as the names and relationships of family members. In talking about his/her family, the student will learn adjectives to better describe people. Communication will focus on being able to discuss his/her family.

Student Performance Objectives (SPO): Students will be able to name, identify and describe family members. They will be able to use the simple present of the verb BE, possessive adjectives, and possessive nouns in spoken and written form.

16 Hours

Content: School: The student will learn vocabulary related to the topic of school, such as the names of facilities, objects, furniture and activities done at school. Communication will focus on being able to describe activities and places at school.

Student Performance Objectives (SPO): Students will be able to name school facilities, objects and furniture. They will be able to discuss school activities. They will also be able to ask for and give directions at school using "there is/are" and prepositions of place.

8 Hours

Content: Time: The student will learn vocabulary related to the topic of time and will practice telling time. The student will learn to identify days, months, years, dates, and holidays using cardinal and ordinal numbers. Communication will focus on being able to ask and answer questions about time in different contexts.

Student Performance Objectives (SPO): The students will be able to use the simple present to tell time and give the date in English.

8

Hours

Content: Weather/Seasons: The student will learn vocabulary related to the topic of the weather and the seasons. The student will learn to ask about and describe the day's weather. He or she will compare the weather of the four seasons. Communication will focus on being able to discuss the weather and seasons.

Student Performance Objectives (SPO): Students will be able to talk and write about weather and the characteristics of each season using the simple present and present continuous.

16 Hours

Content: Community: The student will learn vocabulary related to the topic of community. The student will learn to name places and activities in the community. He or she will learn to read traffic signs and learn map reading skills. Communication will focus on being able to ask and answer questions about places and activities in the community.

Student

Performance Objectives (SPO): The students will be able to name and describe places and activities in the community using the simple present and present continuous in spoken and written form. They will be able to ask for and give directions using prepositions of place. They will be able to read traffic signs and maps.

16 Hours

Content: Shopping: The student will learn vocabulary related to the topic of shopping, such as the names of articles of clothing and adjectives to describe the size, color, and price of clothing. Communication will focus on asking and answering questions about clothing and shopping.

Student Performance Objectives (SPO): Students will be able to talk about the size, color, and cost of clothing.

5 Hours

Content: Review vocabulary and grammatical structures.

Student Performance Objectives (SPO): Students will be able to carry on short conversations, read basic paragraphs and write simple sentences using the thematic vocabulary and grammar introduced during the semester.

3 Hours

Final Exam

METHODS OF INSTRUCTION:

Students are taught the English language through a variety of activities that include: conversations, role playing, dialogues, 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.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours:

Assignment Description:

Written textbook assignments; assigned readings; oral practice; vocabulary memorization.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 5.00 %

Writing Assignments: Percent range of total grade: 5 % to 10 % Written Homework

Skill demonstrations

Percent of total grade: 10.00 %

Skill Demonstrations: Percent range of total grade: 10 % to 20 % Class Performance/s

Objective examinations

Percent of total grade: 85.00 %

Objective examinations: Multiple Choice True/False Matching Item Completion Other: Short answer and oral interview

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks

Johnson and Jenkins. Stand Out 1 (First Half). National Geographic,2016.

Or other appropriate college level text.

Reading Level of Text, Grade: Integrated ESL High Beginning Literacy (From the ESL CB 21 Rubric) 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: B

Classification: K

Noncredit Category: A

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: H

Non Credit Enhanced Funding: Y

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000546153

Sports/Physical Education Course: N

Taxonomy of Program: 493087