

**Course Outline**

**COURSE:** ESL 785                      **DIVISION:** 90                      **ALSO LISTED AS:**

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

**SHORT TITLE:** NC ESL LIFESKILLS 1B

**LONG TITLE:** NC ESL Lifeskills 1B

<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

**COURSE DESCRIPTION:**

This is the second 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 daily routines, food work, and health 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: daily routines, food, work, travel, health).
2. Read and demonstrate a basic understanding of ads, labels 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, present continuous, future, and past 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

4 Hours

Content: Introductory information: The student will review giving basic greetings, making introductions, and giving personal information

(name, gender, age, marital status, address, phone number, etc.). Classroom vocabulary will be reviewed. 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.

16 Hours

Content: Daily Routines: The student will learn vocabulary related to daily activities. He or she will learn to use the simple present and adverbs of frequency to describe his/her daily routines. The student will learn to read a schedule. Communication will focus on being able to discuss daily routines.

Student Performance Objectives (SPO): Students will be able to use the simple present to describe daily routines in spoken and written form.

16 Hours

Content:

Food: The student will learn vocabulary related to the topic of food, such as food names, containers, measures and weights. He or she will learn to talk about his/her favorite foods, food prices and eating habits. The student will learn to read and order from a menu. He or she will learn to distinguish between count and non-count nouns. Communication will focus on being able to describe different foods, quantities and prices.

Student Performance Objectives (SPO): Students will be able to identify and describe different foods in different quantities.

16 Hours

Content: Work: The student will learn vocabulary related to the topic of jobs and occupations. The student will learn 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.

He or she will learn to use the past tense to describe past job experiences and the modal "can" to describe job skills and abilities. The student will learn to read job ads, fill out a job application and interview for a job. Communication will focus on being able to discuss a variety of jobs and occupations and the basic duties of each.

Student Performance Objectives (SPO): Students

will be able to identify different occupations and talk about the skills required for each. They will be able to describe their past job experiences using the past tense in spoken and written form.

16 Hours

Content: Travel: The student will learn vocabulary related to the topic of taking a trip. The student will learn to describe their experience traveling on an airplane, train, and bus. He or she will learn to read a bus schedule. He or she will learn to use the past tense of "be" to describe a trip. Communication will focus on being able to ask and answer questions about a trip.

Student Performance Objectives (SPO): Students will be able to talk about trips they have taken. They will be able to describe a trip using the past tense of "be" in spoken and written form.

16 Hours

Content: Health: The student will learn vocabulary related to the topic of the body and health. The student will learn to identify the external parts of the body, make a doctor's appointment, report basic health problems, follow basic instructions at a medical exam, and have a simple prescription filled. He or she will learn to use the modal "should" for giving advice. Communication will focus on being able to name the parts of the body to discuss health and health problems.

Student Performance Objectives (SPO): Students will be able to make and attend doctor appointments, have prescriptions filled, and read a prescription label.

Out-of-Class Assignments: Written textbook assignments; assigned readings; oral practice; vocabulary memorization

16 Hours

Content: Home: The student will learn vocabulary related to the topic of the home, such as rooms, furniture and household repairs. He or she will learn to use the future tense with "going to" and "will" to describe future plans. The student will be introduced to object pronouns. Communication will focus on being able to describe the home and household repairs.

Student

Performance Objectives (SPO): Students will be able to describe household repairs and read housing ads. They will be able to use the future tense as it relates to the home, both orally and in written form.

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:**

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: 15.00 %

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:**

Jenkins and Johnson. Stand Out 1 (Second 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: 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: CCC000546154

Sports/Physical Education Course: N

Taxonomy of Program: 493087