

Course Outline

COURSE: ESL 786 **DIVISION:** 90 **ALSO LISTED AS:**

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

SHORT TITLE: NC ESL LIFESKILLS 2A

LONG TITLE: NC ESL Lifeskills 2A

<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 third course in a series of English classes for students with low beginning oral or written English competency. Through listening, speaking, reading and writing activities, students learn to use grammatical structures of English with increasing accuracy while gaining basic life skills. **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

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Ask and answer questions about issues that affect people's daily lives (for example: family, education, daily activities at home and in the community, finding a job, ailments and injuries).
2. Skim and scan short readings for specific information 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 and simple 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: Family and Education: The student will learn vocabulary related to the topic of the family and education, such as the names and relationships of family members, types of schools and grade levels. In talking about his/her family, the student will learn descriptive adjectives to describe people's physical characteristics. Communication will focus on being able to discuss his/her family and education.

Student Performance Objectives (SPO): Students will be able to name, identify and describe family members and relationships. They will be able to talk about education.

They will be able to use the simple present of "be", possessive adjectives, and possessive nouns in spoken and written form.

16 Hours

Content: Community: The student will learn vocabulary related to the topic of community. The student will learn to describe activities and places in

the community, such as the library, bank, post office and the mall. He or she will learn to make polite requests with the modals can, could, may and would. Communication will focus on using community resources and being able to describe what is currently happening.

Student Performance Objectives (SPO): The students will be able to conduct personal business in the community. They will

be able to use the present continuous and modals for requests in spoken and written form.

16 Hours

Content: Daily Activities: The student will learn vocabulary related to daily activities at home and school. 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 make appointments. Communication will focus on being able to discuss personal schedules.

Student Performance Objectives (SPO):

Students will be able to use the simple present to communicate schedule information at home, school and work in spoken and written form.

16 Hours

Content: Finding a Job: The student will learn vocabulary related to the topic of job positions, requirements and benefits. The

student will learn to ask and answer questions about work responsibilities, schedules, benefits and requirements for jobs using the simple present. The student will practice filling out a job application and having an interview. Communication will focus on being able to inquire about a job.

Student Performance Objectives (SPO): Students will be able to find and apply for a job.

16 Hours

Content: Ailments and Injuries: The student will learn vocabulary related

to the topic of ailments and injuries. He or she will review the names of body parts. The student will learn to make a doctor's appointment and report an injury or illness in the simple past tense.

Communication will focus on being able to describe injuries and ailments.

Student Performance Objectives (SPO): Students will be able to report an illness, injury or accident using the past tense

in spoken and written form.

16 Hours

Content: Work: The student will learn

vocabulary related to the topic of work. The student will learn to describe jobs and work activities. He or she will learn to use the past tense to describe completed and uncompleted work tasks. The

student will practice interviewing for a job. Communication will focus on being able to describe his/her job and report progress at work.

Student Performance Objectives (SPO): The students will be

able to describe their jobs and report progress at work using the simple past in spoken and written form.

5 Hours

Content: Review vocabulary and grammatical structures.

Student Performance Objectives (SPO): Students will be able to carry on short conversations, skim and scan

short readings for specific information and write simple sentences using the thematic vocabulary and grammar introduced during the semester.

Out-of-Class Assignments: Review vocabulary and conversations covered in class materials.

3 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.

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

Jenkins and Johnson. Stand Out 2 Student Book and Workbook (First Half). National Geographic,2016.

Or other appropriate college level text.

Reading Level of Text, Grade: Integrated ESL Low Beginning (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: G

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000546155

Sports/Physical Education Course: N

Taxonomy of Program: 493087