

Course Outline

COURSE: ESL 787 **DIVISION:** 90 **ALSO LISTED AS:**

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

SHORT TITLE: NC ESL LIFESKILLS 2B

LONG TITLE: NC ESL Lifeskills 2B

<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 fourth 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 will 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: places, food and nutrition, housing and the neighborhood, talking about future plans and goals).
2. Skim and scan short readings for specific information within the context of the lifeskills topics covered.
3. Identify the main idea and supporting details of a short reading within the context of lifeskills topics covered.
4. Make affirmative and negative statements and questions, in oral and written form, using the simple present, present continuous, future and simple past tenses within the context of the lifeskills topics covered.
5. 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: Places: The student will learn vocabulary related to the topic of places. He or she will learn descriptive and comparative adjectives to describe emotions and life

experiences in the community, at work and while traveling. Communication will focus on being able to compare two places.

Student Performance Objectives (SPO): Students will be able to describe and compare two places in the past and present tenses in spoken and written form. They will also be able to relate personal experiences.

16 Hours

Content: Food and Nutrition: The student will learn vocabulary related to the topic of food and nutrition. He or she will learn to talk

about buying groceries, ordering food in a restaurant, and diet and nutrition. The student will learn to read a nutrition label and a recipe. Count and non-count nouns will be reviewed, and

additional ones will be introduced. Communication will focus on being able to talk about food and nutrition.

Student Performance Objectives (SPO): Students will be able to give and take a food order and discuss healthy eating habits.

16 Hours

Content: The Neighborhood: The student

will learn vocabulary related to the topic of renting an apartment and living in a neighborhood. He or she will learn to describe activities, places and resources in a neighborhood. The student will

learn to read a housing ad. He or she will learn to describe problems that might occur in a rental situation.

Communication will focus on responding to a housing ad and requesting utility services.

Student Performance Objectives (SPO): The students will be able to utilize resources in a neighborhood, acquire housing and report problems to a landlord.

16 Hours

Content: Driving: The student will learn vocabulary related to driving around town. He or she will learn to read traffic signs and to ask for and give directions using prepositions of direction. He or she will learn to use the modal "must" and the expression "have to" to talk about traffic rules.

Communication will focus on being able to ask and give directions and conduct transactions at DMV.

Student Performance Objectives (SPO): Students will be able to give and follow directions, obey traffic signs and rules, and conduct business at DMV.

16 Hours

Content: Plans: The

student will learn vocabulary related to the topic of making plans. He or she will learn to use the future tense with "going to" to describe weekend and holiday plans. The student will be introduced to the modal "might". Communication will focus on being able to express plans for the immediate future.

Student Performance Objectives (SPO): Students will be able to describe plans for the near future using the future tense in spoken and written form.

16 Hours

Content:

Goals: The student will learn vocabulary related to the topic of personal and educational goals. He or she will learn to use the modal "will" to describe future goals. The student will be introduced to infinitives with "want", "plan" and "need". Communication will focus on being able to express goals for the future.

Student Performance Objectives (SPO): Students will be able to describe their goals for the long-term future, both 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, read for the main idea and write simple sentences using the thematic vocabulary and grammar introduced during the semester.

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 (Second 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: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000546156

Sports/Physical Education Course: N

Taxonomy of Program: 493087