SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 415

COURSE TITLE

ESL MULTI-LEVEL

TYPE COURSE

NON-FEE   ESL

CATALOG COURSE DESCRIPTION

This course develops English listening, speaking, reading and writing skills to participate in-professional, academic and social settings. Instruction focuses on comprehending information presented orally and in a variety of readings, participating in group discussions, making brief oral presentations and writing paragraphs. Workplace readiness skills including critical thinking skills, digital literacy skills, diversity awareness, and soft skills are integrated throughout the course. (FT)

LECTURE HOURS   LABORATORY HOURS

270

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
    SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
    SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
   SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
   SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Develop:

1. Listening skills to comprehend level-appropriate discussions and presentations.
2. Speaking skills to participate in level-appropriate one-on-one conversations and group discussions and to make level-appropriate oral presentations.
3. Reading skills to comprehend level-appropriate vocabulary and texts.
4. Writing skills to create a variety of written communication.
5. Critical thinking skills.
6. An increased awareness and appreciation of diversity and cultural differences.
7. Digital literacy skills to use technology for learning and communication.
8. Soft skills required in the workplace, higher education, and other social settings.

COURSE OBJECTIVES

1. Demonstrate understanding of information presented orally.
2. Participate in informal and formal conversations.
3. Make level-appropriate oral presentations.
4. Identify and explain the meanings of unknown words and phrases.
5. Use level-appropriate reading comprehension strategies to analyze a variety of texts.
6. Compose notes, letters, and emails, and complete other authentic forms.
7. Write level-appropriate words, phrases, sentences, paragraphs, two or three-paragraph compositions and essays.
8. Speak and write using level appropriate form, function, and use of English grammar.
9. Demonstrate ability to use technology to learn English, find information, and take tests.
10. Demonstrate critical thinking skills to interpret information, solve problems, and set goals.
11. Interact cooperatively in a diverse environment.
12. Demonstrate appropriate soft skills in professional, academic, and social settings.

SECTION II

COURSE CONTENT AND SCOPE

1. Pronunciation
    1.1.   Vowel sounds and patterns
    1.2.   Consonant sounds and patterns

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.3. Stress patterns
- 1.4. Rhythm and intonation patterns
2. Listening/Speaking
   - 2.1. Sounds and words
   - 2.2. Group participation skills
   - 2.3. Collaborative conversations
   - 2.4. Interviews
   - 2.5. Text based discussions
   - 2.6. Language functions
   - 2.7. Appropriate register in formal/informal speech
   - 2.8. Non-verbal communication
3. Oral presentations
   - 3.1. Content and organization
   - 3.2. Delivery
      - 3.2.1. Comprehensibility, volume, pacing, and intonation
      - 3.2.2. Eye contact
      - 3.2.3. Body language
   - 3.3. Level-appropriate referencing of sources
4. Vocabulary
   - 4.1. Context clues
   - 4.2. Level-appropriate figurative language, idioms, and phrasal verbs
   - 4.3. Level-appropriate word analysis
   - 4.4. Level-appropriate homonyms, synonyms and antonyms
   - 4.5. Level-appropriate general and academic words
5. Reading
   - 5.1. Understanding of basic words, phrases, simple sentences and paragraphs
   - 5.2. Understanding of complex texts and authentic readings
   - 5.3. Skimming and scanning
   - 5.4. Identifying main ideas and supporting details
   - 5.5. Identifying author's purpose and point of view
   - 5.6. Interpreting and analyzing level-appropriate complex texts and authentic materials
6. Writing mechanics
   - 6.1. Capitalization
   - 6.2. Punctuation
   - 6.3. Spelling
7. Writing
   - 7.1. Sentence structure
      - 7.1.1. Simple, compound, complex
      - 7.1.2. Affirmative, negative sentences
      - 7.1.3. Questions
   - 7.2. Paragraphs and compositions
      - 7.2.1. Topic sentence
      - 7.2.2. Supporting details
      - 7.2.3. Concluding sentence

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.3. Essays
  - 7.3.1. Thesis statement
  - 7.3.2. Introduction
  - 7.3.3. Body
  - 7.3.4. Conclusion
- 7.4. Business Communication
  - 7.4.1. Forms
  - 7.4.2. Business letters
  - 7.4.3. E-mails
  - 7.4.4. On-line applications
  - 7.4.5. Cover letters
  - 7.4.6. Resumes
- 7.5. Note-taking
  - 7.5.1. Multi-media
  - 7.5.2. Lectures
  - 7.5.3. Conversations
- 7.6. Personal Communication
  - 7.6.1. Notes
  - 7.6.2. Letters
  - 7.6.3. Text messages
8. Writing process
  - 8.1. Planning
  - 8.2. Writing
  - 8.3. Revising
  - 8.4. Editing
9. Language
  - 9.1. English grammar and usage
    - 9.1.1. Subject/verb agreement
    - 9.1.2. Word order and placement
    - 9.1.3. Present
      - 9.1.3.1. Simple present
      - 9.1.3.2. Present continuous
      - 9.1.3.3. Present perfect
      - 9.1.3.4. Present perfect continuous
    - 9.1.4. Past
      - 9.1.4.1. Simple past
      - 9.1.4.2. Past continuous
      - 9.1.4.3. Habitual past
      - 9.1.4.4. Past perfect
      - 9.1.4.5. Past perfect continuous
    - 9.1.5. Future
      - 9.1.5.1. Will and be going to
      - 9.1.5.2. Future perfect
      - 9.1.5.3. Future perfect continuous

COURSE CONTENT AND SCOPE (CONTINUED)

        9.1.6.   Conditional
                9.1.6.1. Present real conditional
                9.1.6.2. Present unreal conditional
                9.1.6.3. Future conditional
                9.1.6.4. Past conditional
        9.1.7.   Passive Voice
        9.1.8.   Gerunds and infinitives
        9.1.9.   Adjectives and adverbs
        9.1.10.   Nouns and pronouns
        9.1.11.   Phrasal verbs
        9.1.12.   Modals Technology

10. Technology
    10.1. Social media, email, and texting
    10.2. Educational software
    10.3. Internet resources
11. Cultural diversity
    11.1. Customs and traditions
    11.2. Interacting in diverse environments
12. Goal setting
    12.1. Short-term goals
    12.2. Long-term goals
13. Soft skills
    13.1. Teamwork
    13.2. Management of resources
    13.3. Problem solving

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Level-appropriate ESL reading texts
2. Authentic texts
3. News articles, fliers, brochures
4. Short stories
5. Digital reading materials

WRITING ASSIGNMENTS

Writing assignments may include but are not limited to:

1. Complete homework
2. Gather information from community resources/websites
3. Utilize the class website or learning management system
4. Research a topic

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include but are not limited to:

1. Compare cultural differences
2. Identify short and long-term goals
3. Differentiate between fact and opinion
4. Identify a problem and possible solutions
5. Interpret information from charts, graphs, and maps
6. Identify and write steps in a sequence or process
7. Determine the main idea of a text and identify key supporting details

EVALUATION

Evaluation consists of monitoring students' attendance and progress on the attainment of the objectives listed in this course outline and may include but not limited to:

1. Observation of student performance individually, in paired activities, small group activities, and role-plays
2. Listening comprehension exercises and dictations
3. Writing samples
4. Text book unit tests
5. EL Civics standardized performance-based assessments
6. Standardized listening and reading tests to meet California State Department of Education requirements
7. Instructor-created assessments

Upon successful completion of each course in the program, a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program, a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction are based on a communicative approach and include integration of the four language skills: listening, speaking, reading, and writing. Activities may include but are not limited to:

- Focused listening
- Cooperative learning
- Problem solving
- Group projects
- Multi-media presentations
- Lecture by instructor or guest speaker
- Field trips
- Technology-based instruction
- Classroom discussions or activities requiring critical thinking

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

The classroom text may include but is not limited to:

English in Action book (1, 2, 3, 4), Foley and Neblett, Heinle & Heinle, current edition
Pathways Foundations: Reading & Writing, and Listening & Speaking, Vargo and Blass,
      Cengage, current edition
*Step Forward book (*1,2, 3, 4), Jayme Adelson-Goldstein, series coordinator, Oxford
      University Press, current edition
Ventures book (1, 2, 3, 4), Bitterlin, Johnson, Price, Ramirez, Savage, Cambridge University
      Press, current edition

Ancillary materials may include but are not limited to:

- San Diego Continuing Education EL Civics Student Guides, all levels
- San Diego Continuing Education ESL Student Guides, Beginning and
  Intermediate/Advanced
- Websites including a class website, software programs, and other digital media

PREPARED BY: Anne Walker   DATE: 1975

REVISED BY: Barbara Raifsnider   DATE: February 14, 2007

REVISED BY: Instructional Services/SLO's Added   DATE: May 18, 2011

REVISED BY: Jan Forstrom/Stephanie Thomas/Corinne Layton DATE: May 24, 2017

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog