SAN DIEGO COMMUNITY COLLEGE DISTRICT CONTINUING EDUCATION COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESL 431

COURSE TITLE

ESL BEG LITERACY 1

<u>ALTERNATE TITLE(S):</u>

CY 1

ESL BEGINNING LITERACY

TYPE COURSE

NON-FEE

ESL

CATALOG COURSE DESCRIPTION

This course focuses on building emerging English listening, speaking, reading, and writing skills at the beginning literacy level. Instruction includes development of basic literacy skills and communication for everyday living to help the learner progress towards their personal, academic and/or professional goals. Workplace readiness skills which include critical thinking, diversity awareness and soft skills are integrated throughout the course. (FT)

LECTURE/LABORATORY HOURS

270

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

- 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.
- 3. Critical Thinking SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

 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 and speaking skills to comprehend and produce simple words, phrases and sentences to state basic needs and participate in simple conversations
- 2. Reading skills to comprehend basic words and simple sentences
- 3. Writing skills to spell words and create simple sentences
- 4. Basic educational and workplace readiness skills including critical thinking, diversity awareness, and simple soft skills
- 5. Digital literacy skills
- 6. Critical thinking skills

COURSE OBJECTIVES

- 1. Demonstrate understanding of sounds, numbers, letters and simple words presented orally.
- 2. Participate in simple, basic conversations using words, phrases and some sentences.
- 3. Pronounce and legibly write the letters of the alphabet and ordinal/cardinal numbers.
- 4. Decode simple words.
- 5. Read common high-frequency sight words with understanding.
- 6. Read and demonstrate understanding of simple sentences.
- 7. Demonstrate beginning literacy level-appropriate proficiency in the form, function, and use of English grammar.
- 8. Write alphabetical letters, numbers and simple sentences.
- 9. Orally state and write personal information; enter personal information onto simplified forms.
- 10. Demonstrate understanding of and use simple, common words and phrases related to everyday living.
- 11. Demonstrate use of basic critical thinking skills.
- 12. Demonstrate basic soft skills, including working with diverse partners.
- 13. Use technology to complete assignments and take tests.

SECTION II

COURSE CONTENT AND SCOPE

- 1. Listening
 - 1.1. Sounds and words
 - 1.2. Following instructions
- 2. Speaking
 - 2.1. Pronunciation
 - 2.1.1. Vowels
 - 2.1.2. Consonants
 - 2.2. Personal information
 - 2.3. Statements of time, days, and dates
 - 2.4. Descriptions
 - 2.4.1. Physical descriptions
 - 2.4.2. Family relationships
 - 2.4.3. Weather
 - 2.4.4. Feelings
 - 2.5. Oral expressions for conversations
 - 2.5.1. Expressions of courtesy
 - 2.5.2. Salutations
 - 2.5.3. Introductions
 - 2.5.4. Face-to-face conversations
 - 2.5.5. Telephone conversations
- 3. Reading
 - 3.1. Upper and lower case letters
 - 3.2. Numbers
 - 3.3. Using phonics to decode simple words
 - 3.4. High frequency sight words
 - 3.5. Signs in the community
 - 3.6. Interpreting simple sentences and stories
 - 3.7. Labels on medicine and clothing
- 4. Language/grammar
 - 4.1. Present of have, be, want, need and like
 - 4.2. Imperative
 - 4.3. Proper nouns
 - 4.4. Regular nouns, singular and plural
 - 4.5. Subject pronouns
 - 4.6. Possessive adjectives
 - 4.7. Demonstrative pronouns

COURSE CONTENT AND SCOPE (CONTINUED)

- 5. Writing
 - 5.1. Alphabet and numerals
 - 5.2. Spelling of common, simple words
 - 5.3. Mechanics
 - 5.3.1. Capitalization
 - 5.3.2. Sentence punctuation
 - 5.4. Simple forms
 - 5.5. Sentence writing
 - 5.5.1. Pre-writing
 - 5.5.2. Writing drafts
 - 5.5.3. Using check lists to review writing
- 6. Vocabulary for everyday life
 - 6.1. Personal information
 - 6.1.1. Name, address and phone number
 - 6.1.2. Age
 - 6.1.3. Family members
 - 6.1.4. Country, language of origin
 - 6.2. School
 - 6.2.1. Objects in the classroom
 - 6.2.2. Activities in the classroom
 - 6.3. Money
 - 6.3.1. American money
 - 6.3.2. Identifying cost of purchases
 - 6.4. Clothing
 - 6.4.1. Items of clothing
 - 6.4.2. Sizes and colors of clothing
 - 6.5. Food
 - 6.5.1. Common food items
 - 6.5.2. Stating food preferences
 - 6.6. Community
 - 6.6.1. Places in the community
 - 6.6.2. Modes of travel
 - 6.6.3. Basic prepositions of location
 - 6.7. Health
 - 6.7.1. Parts of the body
 - 6.7.2. Common ailments
 - 6.8. Housing
 - 6.8.1. Types of housing
 - 6.8.2. Rooms in a home
 - 6.8.3. Common furnishings in a home
 - 6.9. Employment
 - 6.9.1. Common occupations
 - 6.9.2. Common vocabulary related to jobs

COURSE CONTENT AND SCOPE (CONTINUED)

- 7. Soft skills
 - 7.1. Organizing materials
 - 7.2. Following directions
 - 7.3. Making decisions
 - 7.4. Working cooperatively in a diverse environment
- 8. Technology for ESL
 - 8.1. Test-taking
 - 8.2. Using ESL Software

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

- 1. Simplified readings with picture clues
- 2. Simple ads and signs
- 3. Simple stories

WRITING ASSIGNMENTS

Writing assignments may include but are not limited to:

- 1. Completing simple personal identification forms.
- 2. Cop familiar words and phrases.
- 3. Writing simple sentences.

OUTSIDE ASSIGNMENTS

Outside assignments may include but are not limited to:

- 1. Utilizing learning websites.
- 2. Completing assigned homework.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

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

- 1. Categorizing vocabulary.
- 2. Interpreting simple charts and graphs.
- 3. Identifying relationship between sounds and letters.
- 4. Identifying academic and personal goals.

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. Teacher observation of student performance individually, in paired activities, small group activities, and role-plays
- 2. Teacher-developed 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
- 7. Instructor-created assessments scored with writing and oral rubrics based on course objectives and content, program/course Student Learning Objectives (SLO's): simple sentences about personal information and simple personal identification form
- 8. Fulfillment of attendance requirements

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 employ instructional techniques and activities that may include but are not limited to:

- 1. Focused listening
- 2. Cooperative learning
- 3. Problem solving
- 4. Group projects
- 5. Multi-media presentations
- 6. Lecture by instructor or guest speaker
- 7. Field trips
- 8. Technology-based instruction
- 9. Classroom discussions requiring critical thinking

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

TEXTS AND SUPPLIES

The required classroom text may include but is not limited to:

Future Intro, Wong Nishio, Pearson Education, current edition *Longman ESL Literacy,* Wong Nishio, Pearson Education, current edition

TEXTS AND SUPPLIES (CONTINUED)

Project Success Intro, Gaer and Lynn, Pearson Education, current edition *Step Forward Intro*, Santamaria and Adelson-Goldstein, Oxford University Press, current edition

Ventures Basic, Bitterlin, Johnson, Price, Ramirez, Savage, Cambridge University Press, current edition

Ancillary materials may include but are not limited to:

San Diego Continuing Education *Newcomers Guide* San Diego Continuing Education *I Want to Speak English* booklet San Diego Continuing Education *Beginning Level ESL Student Guide* San Diego Continuing Education Level 1 *EL Civics Student Guides*

PREPARED BY:	Leann Howard	_ DATE:	June 1, 1994
REVISED BY:	Ann Marie Damrau	_ DATE:	February 21, 2007
REVISED BY:	Instructional Services/SLO's Added	DATE:	May 18, 2011
REVISED BY:	Jan Forstrom	_ DATE:	June 26, 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