

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

ESL 433

COURSE TITLE

ESL BEG HIGH 3

ALTERNATE TITLE(S):

ESL BEGINNING HIGH

TYPE COURSE

NON-FEE

ESL

CATALOG COURSE DESCRIPTION

This course develops the learners' English listening, speaking, reading and writing skills for participation in oral and written communication in professional, academic and social settings. Instruction focuses on grammar, vocabulary development, pronunciation, and life skills. This course emphasizes development of academic skills, critical thinking skills, soft skills, and diversity awareness. (FT)

LECTURE/LABORATORY HOURS

270

ADVISORIES

ESL BEG LOW 2 or equivalent

RECOMMENDED SKILL LEVEL

Ability to:

1. Understand and speak simple sentences about familiar topics.
2. Read simple sentences, labels and signs.
3. Write simple sentences using previously learned words and phrases.
4. Reading score of 190 or higher on CASAS reading test or equivalent.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

### INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

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.
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 understand simple conversations and oral presentations
2. Speaking and listening skills to participate appropriately in simple informal and formal discussions and/or make a simple oral presentation
3. Reading skills to interpret charts, graphs and comprehend level-appropriate reading passages
4. Writing skills to compose a simple paragraph
5. Critical thinking skills to set goals, make group decisions, and process information
6. Soft skills needed in diverse work and educational settings
7. Digital literacy skills to take ESL tests, learn English and communicate with others

### COURSE OBJECTIVES

1. Demonstrate understanding of and participate in informal conversations on familiar topics.
2. Use simple common oral expressions in salutations and to express appreciation.
3. Ask and answer simple questions.
4. Prepare for and participate in formal conversations and/or make a simple oral presentation.
5. Demonstrate use of context clues to identify the meaning of unknown words and phrases.
6. Identify the main topic and author's purpose in a simple text.
7. Interpret simple maps, charts and graphs.
8. Speak and write using level-appropriate form, function and use of English grammar.
9. Write sentences to produce a loosely organized paragraph.
10. Compose simple notes and electronic messages, and complete simplified forms.
11. Demonstrate understanding of vocabulary and processes needed to live and work successfully in the community.
12. Demonstrate critical thinking skills to plan goals and make decisions.
13. Identify differences in cultural customs and demonstrate appropriate interaction in a diverse environment.
14. Demonstrate basic soft skills necessary for educational and work settings.
15. Use technology to complete assignments.

## **SECTION II**

### **COURSE CONTENT AND SCOPE**

1. Listening
  - 1.1. Identifying differences in sounds and words
  - 1.2. Understanding simple conversations
  - 1.3. Listening for main ideas and details
2. Speaking
  - 2.1. Pronunciation
    - 2.1.1. Sounds of letters and letter blends
    - 2.1.2. Syllable stress, intonation and enunciation
  - 2.2. Conversation
    - 2.2.1. Formal
    - 2.2.2. Informal
    - 2.2.3. Polite expressions
      - 2.2.3.1. Salutations
      - 2.2.3.2. Expressions of appreciation and regret
    - 2.2.4. Clarification strategies
    - 2.2.5. Non-verbal communication
      - 2.2.5.1. Facial expressions
      - 2.2.5.2. Body language
  - 2.3. Simple oral presentations
    - 2.3.1. Content organization
    - 2.3.2. Voice projection
    - 2.3.3. Posture, eye contact, gestures
3. Reading
  - 3.1. Pre-reading strategies
  - 3.2. Main ideas and details
  - 3.3. Context clues to identify meanings
  - 3.4. Maps, charts and graphs
  - 3.5. Text analysis
    - 3.5.1. Author's point of view (*e.g., purpose, feelings, opinions*)
    - 3.5.2. Fact vs. fiction
    - 3.5.3. Predicting
4. Writing
  - 4.1. Common spelling rules
  - 4.2. Sentence structure and mechanics
  - 4.3. Paragraph writing
    - 4.3.1. Writing process
      - 4.3.1.1. Pre-writing
      - 4.3.1.2. Writing drafts
      - 4.3.1.3. Editing, revising
    - 4.3.2. Paragraph format
    - 4.3.3. Paragraph content and organization

COURSE CONTENT AND SCOPE (CONTINUED)

- 4.4. E-mails and notes
- 4.5. Forms
- 5. Language/Grammar use and structure
  - 5.1. Verbs
    - 5.1.1. Regular and irregular verbs
    - 5.1.2. Simple present, present continuous
    - 5.1.3. Simple past
    - 5.1.4. Verb+ infinitive
  - 5.2. Modals
    - 5.2.1. Have to
    - 5.2.2. Should
    - 5.2.3. Must
    - 5.2.4. May
  - 5.3. Direct and indirect pronouns
  - 5.4. Count and non-count nouns
  - 5.5. Comparative and superlative adjectives and adverbs
  - 5.6. Sentence structure for questions, short responses and statements
  - 5.7. There is/there are
- 6. Vocabulary for everyday Living
  - 6.1. Personal identification and physical characteristics
  - 6.2. Schools
    - 6.2.1. School levels
    - 6.2.2. School registration forms
    - 6.2.3. Communicating with school personnel
  - 6.3. Community
    - 6.3.1. Community services
    - 6.3.2. Library services
    - 6.3.3. Police
    - 6.3.4. Agencies that assist immigrants
    - 6.3.5. DMV
  - 6.4. Food and nutrition
    - 6.4.1. Food items and vocabulary for shopping for food
    - 6.4.2. Common abbreviations for weights and measures
    - 6.4.3. Nutrition labels
    - 6.4.4. Supermarket store signs
    - 6.4.5. Food and food shopping interactions
  - 6.5. Clothing
    - 6.5.1. Descriptions of clothing
    - 6.5.2. Clothing store signs
    - 6.5.3. Clothing and shopping for clothing interactions
  - 6.6. Health
    - 6.6.1. Ailments and injuries
    - 6.6.2. Doctors' appointments
    - 6.6.3. Scheduling appointments
    - 6.6.4. Interacting with medical professionals

COURSE CONTENT AND SCOPE (CONTINUED)

- 6.6.5. Prescription labels
- 6.7. Housing
  - 6.7.1. Common vocabulary for housing
  - 6.7.2. Finding housing
  - 6.7.3. Housing ads
  - 6.7.4. Rental applications
  - 6.7.5. Interacting with the landlord about rent or a housing problem
- 6.8. Transportation
  - 6.8.1. Public transportation schedules and costs
  - 6.8.2. Private transportation road signs and regulations
- 6.9. Employment
  - 6.9.1. Job ads
  - 6.9.2. Simple job applications
  - 6.9.3. Job interviews
  - 6.9.4. Workplace communication
    - 6.9.4.1. Phone calls and messages
    - 6.9.4.2. Memos and e-mails
  - 6.9.5. Work schedules and time sheets
- 7. Technology for ESL
  - 7.1. E-mails and text messages
  - 7.2. Test-taking
  - 7.3. Software for learning English
- 8. Cultural diversity
  - 8.1. Cultural celebrations around the world
  - 8.2. Interacting in a diverse classroom
- 9. Goal setting
  - 9.1. Setting a goal
  - 9.2. Planning steps to attain a goal
- 10. Teamwork
  - 10.1. Management of resources
  - 10.2. Group problem-solving and decision-making
  - 10.3. Working cooperatively in a diverse environment

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Level-appropriate texts
2. Simplified ads, brochures, schedules, and/or flyers
3. Website content
4. E-mails

### WRITING ASSIGNMENTS

Writing assignments may include but are not limited to:

1. Personal notes, letters, and/or e-mails
2. Simple work-related or school-related notes or e-mails
3. Paragraphs about self or family, or other familiar topics
4. Simplified forms

### OUTSIDE ASSIGNMENTS

Outside assignments may include but are not limited to:

1. Workbook activities
2. Obtain a library card
3. Report an absence
4. Attend or participate in community event
5. Use ESL websites outside of class

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

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

1. Classifying vocabulary
2. Interpreting data from simple graphs and charts
3. Participating in group problem-solving activities
4. Planning 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. Textbook unit tests
5. EL Civics standardized performance-based assessments
6. Standardized reading tests
7. Instructor-created assessments
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. Class discussion 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 2*, Foley and Neblett, Heinle/Cengage Learning, current edition

*Future 2*, Lynn and Long, Pearson Education, current edition

*Interchange Intro*, Richards, Cambridge University Press, current edition

*Project Success 2*, Pomann and Pomann, Pearson Education, current edition

*Step Forward 2*, Wisniewska and Adelson-Goldstein, Oxford University Press, current edition

*Ventures 2*, Bitterlin, Johnson, Price, Ramirez, and Savage, Cambridge University Press, current edition

Ancillary materials may include but are not limited to:

San Diego Continuing Education *ESL Beginning Student Guide*

San Diego Continuing Education *EL Civics Beginning High Student Guide*

Instructor-created lessons and materials

Websites including a class website, software programs, and other digital media

PREPARED BY: Leann Howard DATE: June 1, 1994

REVISED BY: Mary Beauparlant and Darlene Elwin 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