

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 434

COURSE TITLE

ESL INT LOW 4

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

270

LABORATORY HOURS

ADVISORIES

ESL Beg High 3 or equivalent

RECOMMENDED SKILL LEVEL

Ability to:

1. Understand short, simplified reading passages on familiar topics; reading score of 200 or higher on a CASAS reading test, or equivalent
2. Comprehend and participate in basic conversations in routine situations
3. Write sentences to form a simple paragraph or a simple note on personal experiences or familiar themes

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 comprehend familiar and unfamiliar topics.
2. Speaking skills to participate appropriately in conversations/group discussions and to make brief oral presentations.
3. Reading skills to comprehend general vocabulary and academic words in context and identify main ideas and details.
4. Writing skills to create a paragraph, take notes, and produce written communications.
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 for the workplace, higher education, and other social settings.

COURSE OBJECTIVES

1. Demonstrate understanding of information presented orally.
2. Participate in a variety of informal/formal conversations using appropriate register.
3. Make a level-appropriate oral presentation.
4. Identify and explain the meanings of unknown words and phrases.
5. Identify the main idea and supporting details of a text.
6. Interpret, summarize, and analyze information presented in a variety of formats.
7. Take notes on information presented orally.
8. Compose simple notes, letters, and emails, and complete forms.
9. Produce a descriptive or narrative paragraph.
10. Speak and write in complete sentences using level appropriate form, function, and use of English grammar.
11. Demonstrate ability to use technology to learn English, find information, and take tests.
12. Demonstrate critical thinking skills to interpret information, solve problems, and set goals.
13. Interact cooperatively in a diverse environment.
14. 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
 - 1.3. Stress patterns
 - 1.4. Rhythm and intonation patterns
2. Conversation
 - 2.1. Language functions
 - 2.1.1. agreeing/disagreeing
 - 2.1.2. clarifying
 - 2.1.3. asking/answering questions
 - 2.2. Appropriate register in formal/informal speech
 - 2.3. Non-verbal communication
 - 2.4. Group participation skills
 - 2.5. Collaborative conversations
 - 2.6. Interviews
 - 2.7. Text-based discussions
 - 2.7.1. Preparation for text-based conversation
 - 2.7.2. Presentation of points/ideas based on evidence in a text
3. Oral presentations
 - 3.1. Organization
 - 3.1.1. Introduction
 - 3.1.2. Details
 - 3.1.3. Conclusion
 - 3.2. Delivery
 - 3.2.1. Volume, pacing, and intonation
 - 3.2.2. Eye contact
 - 3.2.3. Body language
 - 3.3. Referencing sources of information; avoiding plagiarism
4. Vocabulary
 - 4.1. Context clues
 - 4.2. Figurative language, simple idioms, and common phrasal verbs
 - 4.3. Prefixes, suffixes, and roots
 - 4.4. Homonyms, synonyms and antonyms
 - 4.5. Academic Word List
5. Reading
 - 5.1. Skimming and scanning
 - 5.2. Identifying main ideas and supporting details
 - 5.3. Identifying author's purpose and point of view
 - 5.4. Analyzing texts
 - 5.4.1. Making comparisons
 - 5.4.2. Differentiating facts from opinions
 - 5.5. Summarizing
 - 5.6. Interpreting charts and graphs

COURSE CONTENT AND SCOPE (CONTINUED)

6. Note-taking
 - 6.1. Lectures
 - 6.2. Telephone messages
7. Written communication
 - 7.1. Forms (hard copy and electronic)
 - 7.2. Business /personal letters and email
8. Writing mechanics
 - 8.1. Capitalization
 - 8.2. Punctuation
 - 8.2.1. Periods
 - 8.2.2. Commas
 - 8.2.3. Apostrophe
 - 8.3. Spelling
 - 8.3.1. Ending rules
 - 8.3.2. Word families
9. Paragraph writing
 - 9.1. Kinds of paragraphs
 - 9.1.1. Narrative
 - 9.1.2. Descriptive
 - 9.2. Paragraph organization
 - 9.2.1. Topic sentence
 - 9.2.2. Supporting details
 - 9.2.3. Concluding sentence
 - 9.3. Writing process
 - 9.3.1. Planning
 - 9.3.2. Writing
 - 9.3.3. Revising
 - 9.3.4. Editing
10. Language
 - 10.1. English grammar and usage
 - 10.1.1. Present
 - 10.1.1.1. Simple present
 - 10.1.1.2. Present continuous
 - 10.1.1.3. Present perfect
 - 10.1.1.4. Present perfect continuous
 - 10.1.2. Past
 - 10.1.2.1. Simple past
 - 10.1.2.2. Past continuous
 - 10.1.2.3. Habitual past
 - 10.1.3. Future with *will* and *be going to*
 - 10.1.4. Gerunds and infinitives
 - 10.1.5. Adjectives and adverbs
 - 10.1.6. Nouns and pronouns
 - 10.1.7. Phrasal verbs
 - 10.1.8. Modals

COURSE CONTENT AND SCOPE (CONTINUED)

- 10.1.9. Present real conditional
- 10.2. Sentence structures
 - 10.2.1. Subject/verb agreement
 - 10.2.2. Word placement
 - 10.2.3. Negatives
 - 10.2.4. Questions
- 11. Technology
 - 11.1. Social media and email
 - 11.2. Educational software
 - 11.3. Internet resources
- 12. Cultural diversity
 - 12.1. Customs and traditions
 - 12.2. Interacting in diverse environments
- 13. Goal setting
 - 13.1. Short term and long term goals
 - 13.2. Planning steps
 - 13.3. Educational and career resources
- 14. Soft skills
 - 14.1. Teamwork
 - 14.2. Management of resources
 - 14.3. Problem solving

APPROPRIATE READINGS

Appropriate reading assignments may include but are not limited to:

- Level-appropriate ESL reading texts
- Authentic texts
- News articles, fliers, brochures
- Short stories
- Digital reading materials

WRITING ASSIGNMENTS

Appropriate writing assignments may include but are not limited to:

- Use the writing process to plan, write, revise and edit a paragraph
- Respond to reading comprehension questions
- Summarize a text
- Write emails, notes and letters
- Complete authentic forms
- Keep a journal

OUTSIDE ASSIGNMENTS

Outside assignments may include but are not limited to:

- Complete assigned homework
- Gather information from community resources/websites
- Utilize the class website
- Research an assigned topic

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

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

- Compare and contrast cultural differences to discuss or report to class
- Identify short and long-term goals and steps to reach them
- Differentiate between fact and opinion in reading texts
- Identify a problem and determine possible solutions and consequences
- Interpret information from charts and graphs from various resources

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:

- Teacher observation of student performance individually, in paired or small group activities
- Teacher-developed listening comprehension exercises and dictations
- Textbook unit tests
- EL Civics standardized performance-based speaking and writing assessments
- Standardized listening and reading tests
- Instructor-created speaking and writing assessments scored with rubrics based on program/course Student Learning Objectives (SLO's), course objectives and content
- 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 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
- Class discussions and 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 3, Foley and Neblett, Heinle/Cengage Learning, current edition
Future 3, Diaz, Magy and Salas-Isnardi, Pearson Education, current edition
Interchange 1, Richards, Cambridge University Press, current edition
North Star 1: Listening & Speaking, Barton and Merdinger, Pearson Education, current edition
North Star 1: Reading & Writing, Beaumont and Yancey, Pearson Education, current edition
Pathways Foundations: Listening, Speaking, and Critical Thinking, Fettig and Najafi, National Geographic Learning, current edition
Pathways Foundations: Reading, Writing, and Critical Thinking, Blass and Vargo, National Geographic Learning, current edition
Project Success 3, Macpherson and Matsunaga, Pearson Education, current edition
Step Forward 3, Adelson-Goldstein and Spigarelli, Oxford University Press, current edition
Touchstone 1, McCarthy, McCarten and Sandiford, Cambridge University Press, current edition
Ventures 3, Bitterlin, Johnson, Price, Ramirez, and Savage, Cambridge University Press, current edition

Ancillary materials may include but are not limited to:

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

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REVISED BY: Jim Brice DATE: February 16, 2007
REVISED BY: Instructional Services/SLO's Added DATE: May 18, 2011
REVISED BY: Christina Abell, Jan Forstrom, Eric Miller 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