

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 435

COURSE TITLE

ESL INT HIGH 5

TYPE COURSE

NON-FEE

ESL

CATALOG COURSE DESCRIPTION

This course develops students' English listening, speaking, reading, and writing skills in order to function in social situations, and professional and academic settings. Instruction focuses on interpreting information presented orally and through a variety of texts or digital media, participating in group discussions, making brief oral presentations, and writing short compositions. Workplace readiness skills including soft skills, critical thinking skills, digital literacy, and diversity awareness are integrated throughout the course. (FT)

LECTURE HOURS

270

LABORATORY HOURS

ADVISORIES

ESL Int Low 4 or equivalent.

RECOMMENDED SKILL LEVEL

Ability to:

- Understand short reading passages on familiar topics; reading score of 211 or higher on CASAS reading test, or equivalent
- Comprehend and participate in conversations on familiar and some unfamiliar topics
- Write one paragraph with a topic sentence, details, and a concluding sentence.

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

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 interpret familiar and unfamiliar topics or media.
2. Speaking skills to participate appropriately in conversations/group discussions and to make brief oral presentations.
3. Reading skills to interpret new words, including general vocabulary and academic words, in context and identify main ideas and details.
4. Writing skills using the writing process approach to create short compositions 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

Upon completion of this course, the student will be able to:

1. Demonstrate comprehension of informal and formal one-on-one and group conversations and short oral presentations.
2. Engage in formal and informal conversations; participate in a formal interview and/or make a 3-minute oral presentation.
3. Engage in discussions based on information from a text or other media.
4. Determine the meaning of unknown or multiple-meaning words and phrases through context clues, word analysis, and reference materials.
5. Demonstrate understanding of figurative language, idioms, phrasal verbs, and word relationships.
6. Demonstrate understanding and use a range of level-appropriate general academic words and phrases.
7. Identify the main idea of a text and explain how it is supported.
8. Identify author's purpose and point of view and cite supporting evidence from a text.
9. Compare and contrast main ideas and author's points of view in two or more texts.
10. Interpret, analyze and summarize information presented in a variety of formats, visually, orally, or quantitatively.

COURSE OBJECTIVES (CONTINUED)

11. Take notes on information communicated orally, in print or from digital sources.
12. Compose notes, letters and emails and complete forms.
13. Produce a 2-3 paragraph composition.
14. Demonstrate level-appropriate proficiency in the form, function, and use of English grammar orally and in writing.
15. Demonstrate ability to use technology to learn English, find information, produce writing, and interact with others.
16. Demonstrate critical thinking skills in analyzing information, solving problems, making decisions and setting goals.
17. Interact cooperatively in a diverse environment.
18. Demonstrate appropriate soft skills in professional, academic and social settings.

SECTION II

COURSE CONTENT AND SCOPE

1. Pronunciation
 - 1.1. Vowels and consonants sounds and patterns
 - 1.2. Stress patterns
 - 1.3. Rhythm and intonation
2. Conversation
 - 2.1. Language functions
 - 2.1.1. Agreeing/disagreeing
 - 2.1.2. Clarifying
 - 2.1.3. Questioning
 - 2.2. Appropriate register in formal and informal speech
 - 2.3. Non-verbal communication
 - 2.4. Group participation skills
 - 2.4.1. Turn-taking
 - 2.4.2. Extending conversations
 - 2.4.3. Active listening
 - 2.4.4. Polite interrupting
 - 2.5. Collaborative conversations
 - 2.6. Interviews
 - 2.7. Text-based discussions
 - 2.7.1. Paraphrasing
 - 2.7.2. Summarizing
 - 2.7.3. Identifying author's point of view based on evidence
3. Oral Presentations
 - 3.1. Organization
 - 3.2. Visual aids/ multi-media components
 - 3.3. Delivery
 - 3.3.1. Volume, pacing and intonation
 - 3.3.2. Eye contact
 - 3.3.3. Body language
 - 3.4. Referencing sources of information; avoiding plagiarism

COURSE CONTENT AND SCOPE (CONTINUED)

4. Vocabulary
 - 4.1. Context clues
 - 4.2. Prefixes, suffixes and roots
 - 4.3. Common phrasal verbs, idioms and figurative language
 - 4.4. Homonyms, synonyms, and antonyms
 - 4.5. Academic Word List
5. Reading
 - 5.1. Skimming and scanning
 - 5.2. Determining main ideas and key supporting details
 - 5.3. Citing evidence to support key points
 - 5.4. Determining author's purpose and viewpoint
 - 5.5. Analyzing texts
 - 5.5.1. Drawing inferences
 - 5.5.2. Comparing and contrasting
 - 5.6. Summarizing
 - 5.7. Interpreting information presented in a variety of formats
 - 5.7.1. Charts and graphs
 - 5.7.2. Timelines
 - 5.7.3. Webpages
6. Note-Taking
 - 6.1. Oral sources
 - 6.2. Print and digital sources
 - 6.3. Assessing relevance, credibility, accuracy
 - 6.4. Summarizing and paraphrasing
 - 6.5. Listing sources
7. Written Communication
 - 7.1. Hard copy and electronic forms
 - 7.2. Letters and emails
 - 7.2.1. Business
 - 7.2.2. Personal
8. Composition Writing
 - 8.1. Types of compositions
 - 8.1.1. Opinion
 - 8.1.1.1. Supporting arguments with reasons and evidence
 - 8.1.1.2. Linking words/phrases
 - 8.1.2. Informative/explanatory
 - 8.1.2.1. Supporting main ideas with concrete details, quotations, and examples
 - 8.1.2.2. Linking words/phrases
 - 8.1.3. Narrative
 - 8.1.3.1. Well-elaborated descriptions of actions, thoughts, feelings
 - 8.1.3.2. Linking words/phrases; temporal words
9. Writing Mechanics
 - 9.1. Capitalization
 - 9.2. Punctuation
 - 9.2.1. Commas to separate items in a series
 - 9.2.2. Commas to separate introductory elements

COURSE CONTENT AND SCOPE (CONTINUED)

- 9.2.3. Commas to set off yes/no and tag questions and direct address
- 9.2.4. Commas and quotation marks for direct speech and quotations from text
- 9.2.5. Underlining, quotation marks and italics for titles of works
- 9.3. Spelling with the aid of digital and/or print references
- 10. Writing Process
 - 10.1. Planning
 - 10.2. Writing
 - 10.3. Revising
 - 10.4. Editing
- 11. Language
 - 11.1. Verbs
 - 11.1.1. Simple present, past and future tenses
 - 11.1.2. Present and past continuous
 - 11.1.3. Present perfect and present perfect continuous
 - 11.1.4. Past perfect
 - 11.1.5. Present and past passive
 - 11.1.6. Real and unreal present and future conditionals
 - 11.1.7. Infinitives and gerunds
 - 11.1.8. Modals: advisability, necessity, prohibition
 - 11.1.9. Phrasal verbs
 - 11.2. Adjectives/adverbs
 - 11.2.1. Word order
 - 11.2.2. Comparative and superlative patterns
 - 11.2.3. Quantifiers
 - 11.2.4. Articles
 - 11.2.5. Present and past participles
 - 11.3. Nouns and pronouns
 - 11.3.1. Relative pronouns
 - 11.3.2. Direct and indirect objects
 - 11.4. Sentence structures
 - 11.4.1. Compound structures
 - 11.4.2. Complex sentences using adverbial clauses of time and reason and adjective clauses
 - 11.4.3. Indirect and tag questions
 - 11.4.4. Reported speech
- 12. Using Technology
 - 12.1. Social media, email
 - 12.2. Software
 - 12.2.1. Educational software
 - 12.2.2. Word processing
 - 12.3. Internet resources
 - 12.3. Online reference materials
 - 12.4. Digital literacy
 - 12.5. Online classroom assignments

COURSE CONTENT AND SCOPE (CONTINUED)

13. Cultural Diversity
 - 13.1. Customs and traditions
 - 13.2. Interacting in diverse environments
 - 13.3. Compare and contrast cultural differences
14. Goal-Setting
 - 14.1. Short-term and long-term goals
 - 14.2. Planning steps
 - 14.3. Educational and career resources
15. Soft Skills For The Workplace And Educational And Other Social Settings
 - 15.1. Teamwork
 - 15.2. Management of resources
 - 15.3. Problem solving

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

- Level-appropriate ESL reading texts
- Authentic texts
- News articles, fliers, brochures
- Short stories
- ESL and non-ESL website content
- Level-appropriate printed or digital reading materials geared towards college and career readiness

WRITING ASSIGNMENTS

Writing assignments may include but are not limited to the following:

- Use the writing process to plan, write, revise and edit 2 or 3-paragraph compositions
- Summarize a text
- Write personal and business emails, notes and letters
- Complete authentic forms, questionnaires and surveys on paper or online
- Keep a journal
- Write opinion pieces supporting a point of view with evidence
- Write informative/explanatory texts to examine a topic
- Write a narrative report of an experience or event
- Conduct brief research and cite evidence in writing without plagiarism
- Write a resume and cover letter

OUTSIDE ASSIGNMENTS

Outside assignments may include but are not limited to:

- Complete assigned homework
- Gather information and services in the community and report orally or in writing
- Complete online assignments from a 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 and prioritize steps to meet short and long-term goals
- Compare and contrast main ideas and author's points of view in two or more texts
- Identify a problem and determine possible solutions and consequences
- Interpret information presented in a variety of formats (e.g. charts, graphs)

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 activities and small group activities
- Teacher-developed listening comprehension exercises and dictations
- Text book 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
- Classroom activities that require 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 4*, Foley and Neblett, Heinle/Cengage Learning, current edition
- Future 4*, Diaz, Magy and Salas-Isnardi, Pearson Education, current edition
- Interchange 2*, Richards, Cambridge University Press, current edition
- North Star 2: Listening & Speaking*, Frazier and Mills, Pearson Education, current edition
- North Star 2: Reading & Writing*, Haugnes and Maher, Pearson Education, current edition
- Pathways 1: Listening, Speaking, and Critical Thinking*, Chase, National Geographic Learning, current edition
- Pathways 1: Reading, Writing, and Critical Thinking*, Blass and Vargo, National Geographic Learning, current edition
- Project Success 4*, Bakin, Lockwood, and Santamaria, Pearson Education, current edition
- Step Forward 4*, Adelson-Goldstein and Denman, Oxford University Press, current edition
- Touchstone 2*, McCarthy, McCarten and Sandiford, Cambridge University Press, current edition
- Ventures 4*, 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 Intermediate/Advanced Student Guides
- San Diego Continuing Education Intermediate High EL Civics Student Guides
- Websites, including class website, software programs and other digital media

PREPARED BY: Leann Howard DATE: June 1, 1994
REVISED BY: Corinne Layton DATE: February 21, 2007
REVISED BY: Instructional Services/SLO's Added DATE: May 18, 2011
REVISED BY: Jim Brice/Jan Forstrom/Ann McCrory 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