

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 436

COURSE TITLE

ESL ADV LOW 6

TYPE COURSE

NON-FEE

ESL

CATALOG COURSE DESCRIPTION

This course focuses on the development of effective oral and written communication skills, grammatical accuracy, and academic reading skills. Instruction focuses on academic and workplace readiness skills including essay writing, oral presentations, and text-based discussions. Diversity awareness, critical thinking skills, digital literacy skills, and soft skills are integrated throughout the course. (FT)

LECTURE/LABORATORY HOURS

270

ADVISORIES

ESL Int High 5 or equivalent.

RECOMMENDED SKILL LEVEL

Ability to:

- Identify main ideas and supporting details in various types of authentic readings on familiar topics; reading score of 220 on a CASAS reading test or equivalent
- Comprehend and participate in conversations on familiar and unfamiliar topics
- Write a composition or a narrative report of 2-3 paragraphs

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.
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. Proficiency in making decisions related to personal, educational and career goals
2. Listening skills with a focus on comprehension of conversations, lectures, and information from digital media
3. Speaking skills in conversations, discussions, and oral presentations
4. Reading skills with a focus on academic vocabulary and critical thinking
5. Writing skills to compose essays and other written communications
6. Knowledge of English grammar and usage
7. Soft skills necessary for the workplace and other settings
8. Technology skills to interact and collaborate with others and gather information
9. Increased awareness and appreciation of diversity and cultural differences
10. Critical thinking skills

COURSE OBJECTIVES

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

1. Demonstrate comprehension of informal and formal conversations, lectures and multi-media presentations
2. Demonstrate listening comprehension and note-taking skills
3. Identify goals and steps to transition into higher education, career training and/or the workplace
4. Participate collaboratively in discussions based on information from texts or other media
5. Deliver a 3-5 minute oral presentation
6. Read and comprehend literary and informational texts written at a 6 to 7 grade reading level
7. Use strategies and resources to identify the meanings of words and phrases in a text
8. Cite evidence to support analysis and draw conclusions from a text

COURSE OBJECTIVES (CONTINUED)

9. Analyze the structure, development of ideas and author's point of view in a text
10. Interpret information from diverse media and formats
11. Compare and contrast main ideas and key details in two or more texts
12. Summarize or paraphrase information from print and digital sources while avoiding plagiarism
13. Write a three-paragraph essay using a process approach
14. Compose business communications and complete business forms
15. Use technology to interact with others, gather information, and produce writing
16. Demonstrate level-appropriate proficiency in the form, function, and use of English grammar
17. Demonstrate use of critical thinking skills to process information, solve problems, and make decisions
18. Demonstrate an awareness and appreciation of diversity and cultural differences
19. Apply soft skills in the classroom environment

SECTION II

COURSE CONTENT AND SCOPE

1. Listening
 - 1.1. Listening for main ideas and details
 - 1.2. Note-taking information presented orally
2. Conversation
 - 2.1. Language functions
 - 2.1.1. Expressing opinions
 - 2.1.2. Requesting
 - 2.1.3. Clarifying
 - 2.1.4. Inferring
 - 2.2. Small talk
 - 2.3. Appropriate register in informal/formal speech
 - 2.4. Non-verbal communication
3. Group Discussion
 - 3.1. Discussion strategies
 - 3.1.1. Presenting one's ideas
 - 3.1.2. Acknowledging ideas of others
 - 3.1.3. Turn taking
 - 3.2. Problem-solving discussions
 - 3.2.1. Identifying problems
 - 3.2.2. Brainstorming
 - 3.2.3. Making arguments based on evidence
 - 3.2.4. Making decisions

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.3. Text-based discussions
 - 3.3.1. Citing evidence
 - 3.3.2. Drawing conclusions
 - 3.3.3. Summarizing text
- 4. Oral Presentations
 - 4.1. Gathering and integrating information
 - 4.2. Organization content
 - 4.3. Referencing sources of information
 - 4.4. Using visual aids
 - 4.5. Delivery
 - 4.5.1. Inflection, voice projection, and pacing
 - 4.5.2. Body language
 - 4.5.2.1. Eye contact
 - 4.5.2.2. Posture
 - 4.5.2.3. Gestures
- 5. Vocabulary and Word Analysis
 - 5.1. Identifying meaning and connotations in multiple contexts
 - 5.2. Academic and domain-specific words
 - 5.3. Parts of speech
 - 5.4. Word structure
 - 5.4.1. Prefixes
 - 5.4.2. Suffixes
 - 5.4.3. Roots
 - 5.5. Understanding idioms and phrasal verbs in context
- 6. Reading
 - 6.1. Identifying main ideas and supporting details of a text
 - 6.2. Explaining how events, characters, and ideas develop based on the information in the text
 - 6.3. Identifying author's point of view/purpose
 - 6.4. Interpreting and analyzing information presented in a variety of formats
 - 6.5. Citing evidence, drawing conclusions, and summarizing
 - 6.6. Comparing and evaluating information from multiple sources
- 7. English Grammar and Usage
 - 7.1. Verb forms
 - 7.1.1. Present
 - 7.1.1.1. Simple
 - 7.1.1.2. Continuous
 - 7.1.1.3. Perfect
 - 7.1.2. Past
 - 7.1.2.1. Simple
 - 7.1.2.2. Continuous

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.1.2.3. Perfect
- 7.1.3. Simple Future
- 7.1.4. Conditionals
- 7.1.5. Modals of obligation, advice, and possibility
 - 7.1.5.1. Present modals
 - 7.1.5.2. Past modals
- 7.1.6. Passive voice
- 7.1.7. Gerunds and infinitives
- 7.1.8. Phrasal verbs
- 7.2. Simple vs. complex sentences
- 7.3. Quoted and reported speech
- 7.4. Articles and noun modifiers
- 7.5. Parts of speech
- 8. Writing
 - 8.1. Writing mechanics
 - 8.2. Types of essays
 - 8.2.1. Informative
 - 8.2.2. Opinion
 - 8.2.3. Comparison/contrast
 - 8.3. Essay structure
 - 8.3.1. Introduction
 - 8.3.2. Body
 - 8.3.3. Conclusion
 - 8.3.4. Thesis statement
 - 8.3.5. Topic sentences
 - 8.4. Process approach
 - 8.4.1. Brainstorming
 - 8.4.2. Research
 - 8.4.3. Outline
 - 8.4.4. First draft
 - 8.4.5. Revise/edit
 - 8.4.6. Final draft
- 9. Researching Information From Multiple Sources
 - 9.1. Citing sources and avoiding plagiarism
- 10. Business and Professional Written Communication
 - 10.1. Emails, including etiquette
 - 10.2. Business letters, notes, and messages
 - 10.3. Business forms
 - 10.4. Résumés
- 11. Digital Literacy
 - 11.1. Evaluating credibility and accuracy of web source

COURSE CONTENT AND SCOPE (CONTINUED)

- 11.2. Using word processing tools to produce writing
- 11.3. Using interactive media for learning, including ESL software, class websites, and online resources
- 11.4. Accessing online employment information and tools
 - 11.4.1. Online applications
 - 11.4.2. Employment sites
 - 11.4.3. Résumé templates
- 11.5. Incorporating technology to interact with others
- 11.6. Using online reference materials
- 12. Academic and Workplace Development
 - 12.1. Goal setting and identifying steps to reach goals
 - 12.2. Researching higher education and career requirements
 - 12.3. Researching educational resources
 - 12.4. Job and college applications
 - 12.5. Résumés and cover letters
 - 12.6. Job interviews
 - 12.7. Soft skills
 - 12.7.1. Teamwork
 - 12.7.2. Problem solving
 - 12.7.3. Time management
 - 12.7.4. Organization
- 13. Cultural Diversity
 - 13.1. Customs, traditions, and values
 - 13.2. Diversity in the workplace and community
 - 13.3. Tolerance, cultural sensitivity and appropriate behavior

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Advanced level ESL readers and other texts at a 6 to 7 grade reading level
2. Ads, flyers, and articles
3. Information from Internet sources
4. Samples from literature
5. Work manuals

WRITING ASSIGNMENTS

Appropriate writing assignments may include but are not limited to:

1. 3-4 paragraph essays
2. Authentic forms including those requiring narrative description
3. Letters or email messages for business or personal purposes

WRITING ASSIGNMENTS (CONTINUED)

4. Résumés and cover letters
5. Summaries of texts or media presentations
6. Journal writing

OUTSIDE ASSIGNMENTS

Appropriate outside assignments may include but are not limited to:

1. Contacting community agencies by phone, email, or in person to access information or services
2. Obtaining a library card; inquiring about library resources
3. Attending a community event
4. Writing a letter to the editor of a newspaper or to a government official
5. Communicating with a school or an instructor
6. Researching a topic using multiple sources and reporting findings orally or in writing

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

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

1. Identifying and reporting orally or in writing personal, educational, or workplace goals
2. Interpreting and comparing data from assigned tables, charts, and graphs and reporting conclusions orally or in writing
3. Summarizing an assigned reading passage
4. Comparing and contrasting two texts on the same assigned topic and reporting orally or in writing
5. Utilizing problem-solving strategies to identify a problem in an assigned scenario and determine possible solutions

EVALUATION

Evaluation consists of monitoring students' progress on the attainment of the objectives may include but is not limited to:

1. Instructor observation of student performance individually, in paired activities and small group activities
2. Instructor-developed listening comprehension exercises and dictations
3. Text book unit tests
4. EL Civics standardized performance-based speaking and writing assessments
5. Standardized listening and reading tests
6. Instructor-created speaking and writing assessments scored with rubrics based on program/course Student Learning Objectives (SLO's), and course objectives and content
7. 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 may include but are not limited to:

1. Lecture/laboratory
2. Guest speakers
3. Individual and group projects
4. Paired and group discussions and/or practice activities
5. Focused listening
6. Multi-media presentations
7. Field trips
8. Technology-based instruction

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

TEXTS AND SUPPLIES

Future 5, Bonesteel, Gargagliano, and Lambert, Pearson Education, current edition

Grammar and Beyond Book 3, Blass, Iannuzzi and Savage, Cambridge University Press, current edition

Grammar Explorer 3, Cooper and Eckstut-Didier, Cengage, current edition

Grammar in Context 3/ More Grammar Practice, Elbaum, Cengage, current edition

Grammar Sense 3, Bland, Oxford, current edition

Interchange 3, Richards, Cambridge University Press, current edition

North Star 3: Listening & Speaking, Solorzano and Schmidt, Pearson Education, current edition

North Star 3: Reading & Writing, Barton and Dupaquier, Pearson Education, current edition

Pathways 2 or 3: Listening, Speaking and Critical Thinking, Chase and Johannsen, National Geographic Learning, current edition

Pathways 2 or 3: Reading, Writing and Critical Thinking, Vargo and Blass, National Geographic Learning, current edition

Project Success 5, Gwynne, Greenberg, and Bixby, Pearson Education, current edition

Quest, 1 or 2, Cambridge University Press, current edition

Touchstone 3, McCarthy, McCarten, and Sandiford, Cambridge University Press, current edition

Understanding and Using English Grammar, Azar and Hagen, Pearson Education, current edition

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

TEXTS AND SUPPLIES (CONTINUED)

Ancillary materials may include but are not limited to:

- San Diego Continuing Education *Intermediate/Advanced Student Guides*, current edition
- San Diego Continuing Education *EL Civics Advanced Student Guides*, current edition
- Level-appropriate reading texts, especially reading texts that promote college and career readiness
- Instructor-created lessons and materials
- Dictionaries, thesauruses, and other online reference materials

PREPARED BY Leann Howard DATE June 1, 1994

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REVISED BY Jan Forstrom, Corinne Layton,
Margaret Posner, and Chris Stone DATE March 7, 2018

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