

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 437

COURSE TITLE

ESL ADV HIGH 7

TYPE COURSE

NON-FEE

ESL

CATALOG COURSE DESCRIPTION

This course focuses on review and refinement of the targeted language skills introduced and practiced in ESL courses. Students will develop fluency in their oral and written communication skills, grammatical accuracy, and academic reading and writing skills. Academic and workplace readiness skills, diversity awareness and appreciation, critical thinking skills, soft skills and digital literacy skills are integrated throughout the course. (FT)

LECTURE/LABORATORY HOURS

270

ADVISORIES

ESL Adv Low 6 or equivalent.

RECOMMENDED SKILL LEVEL

Ability to:

- Comprehend and participate in extended conversations and discussions based on information from texts and other media
- Read and comprehend literary and informational texts written at a 6 or 7 grade reading level
- Reading score of 230 or higher on a CASAS reading test or equivalent
- Write a 3-paragraph essay or formal business letter

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

Expand and Refine:

1. Listening skills with a focus on comprehension of conversations, lectures, and information from digital media
2. Speaking skills with a focus on fluency in conversations, evidence-based discussions, and oral presentations
3. Reading skills with a focus on analyzation of texts
4. Writing skills to compose essays and professional and academic written communications
5. Awareness and appreciation of diversity and cultural differences
6. Digital literacy skills to use technology for learning, communication, and research
7. Soft skills needed in academic, professional and social settings
8. Fluency in the use of English grammar
9. Personal/academic goals and readiness to transition into higher educational systems and/or the workplace
10. Critical thinking skills

COURSE OBJECTIVES

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

1. Demonstrate listening comprehension and note-taking skills in a variety of situations
2. Produce fluent speech in a variety of communicative activities
3. Deliver a well-organized 5-10 minute oral presentation integrating multimedia based on research
4. Determine the meaning of words and phrases, including academic and domain-specific words, in a text
5. Analyze the structure and author's point of view or purpose of different types of texts
6. Interpret and evaluate information from diverse media, diverse formats, and multiple texts on same topic

COURSE OBJECTIVES (CONTINUED)

7. Summarize or paraphrase information gathered from print and digital sources while avoiding plagiarism
8. Cite multiple pieces of textual evidence to support analysis, conclusions, and/or provide a summary
9. Read and comprehend literary and informational text written at a 7 to 8 grade reading level
10. Compose professional communications and complete forms
11. Using a process approach, write a 4-5-paragraph essay based on research
12. Demonstrate fluency in use of the form and function of English grammar
13. Demonstrate critical thinking skills while processing information, solving problems, making decisions and goal-setting
14. Demonstrate academic readiness to transition to job training and /or higher educational systems
15. Use technology to gather and analyze information, produce and publish writing, and interact and collaborate with others
16. Demonstrate awareness and appreciation of diversity and cultural differences through collaborative learning
17. Demonstrate effective soft skills for professional, academic, and social settings

SECTION II

COURSE CONTENT AND SCOPE

1. Listening
 - 1.1. Comprehension strategies
 - 1.2. Note-taking from lectures and multimedia presentations
2. Conversation
 - 2.1. Language functions
 - 2.1.1. Expressing similarities/differences in opinions
 - 2.1.2. Requesting and providing clarification
 - 2.2. Small talk
 - 2.3. Appropriate register and body language in informal/formal speech
3. Group Discussion
 - 3.1. Discussion strategies
 - 3.1.1. Presenting one's own ideas
 - 3.1.2. Building on and acknowledging the ideas of others
 - 3.1.3. Polite interrupting
 - 3.1.4. Citing evidence
 - 3.2. Problem solving discussions
 - 3.2.1. Identifying problems
 - 3.2.2. Brainstorming possible solutions and consequences
 - 3.2.3. Making persuasive arguments

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.2.4. Decision-making
- 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. Researching information from multiple sources
 - 4.2. Organizing information
 - 4.3. Referencing resources to avoid plagiarism
 - 4.4. Using multimedia and visual displays
 - 4.5. Delivery
 - 4.5.1. Verbal
 - 4.5.1.1. Inflection
 - 4.5.1.2. Projection
 - 4.5.1.3. Pacing
 - 4.5.2. Non-Verbal
 - 4.5.2.1. Posture
 - 4.5.2.2. Eye contact
 - 4.5.2.3. Gestures
- 5. Vocabulary and Word Analysis
 - 5.1. Identifying meaning and tone in multiple contexts
 - 5.2. Academic and domain-specific words
 - 5.3. Word structure
 - 5.3.1. Roots
 - 5.3.2. Prefixes
 - 5.3.3. Suffixes
 - 5.4. Parts of speech
 - 5.5. Idioms, phrasal verbs, and word collocations
- 6. Reading
 - 6.1. Themes, central ideas and supporting details of a text
 - 6.2. Analyzing character development and development of events and ideas
 - 6.3. Author's point of view/purpose
 - 6.4. Interpreting and analyzing information presented in a variety of formats and media
 - 6.5. Citing evidence to support arguments and drawing conclusions
 - 6.6. Summarizing
 - 6.7. Analyzing information from multiple resources
- 7. English Grammar and Usage
 - 7.1. Verb forms
 - 7.1.1. Present
 - 7.1.1.1. Simple
 - 7.1.1.2. Continuous

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.1.1.3. Perfect
- 7.1.2. Past
 - 7.1.2.1. Simple
 - 7.1.2.2. Continuous
 - 7.1.2.3. Perfect
- 7.1.3. Future
 - 7.1.3.1. Simple
 - 7.1.3.2. Continuous
 - 7.1.3.3. Perfect
- 7.1.4. Passive voice
 - 7.1.4.1. Simple
 - 7.1.4.2. Continuous
 - 7.1.4.3. Perfect
- 7.1.5. Gerunds and infinitives
- 7.1.6. Modals in present and past tense expressing multiple language functions
- 7.1.7. Conditionals
 - 7.1.7.1. Real
 - 7.1.7.2. Unreal
 - 7.1.7.3. Unreal in the past
- 7.1.8. Phrasal verbs
- 7.2. Adverb, adjective and noun clauses
- 7.3. Quoted and reported speech
- 7.4. Articles and noun modifiers
- 8. Writing
 - 8.1. Types of essays
 - 8.1.1. Informative
 - 8.1.2. Persuasive
 - 8.1.3. Comparison/contrast
 - 8.2. Essay structure
 - 8.2.1. Introduction
 - 8.2.2. Body
 - 8.2.3. Conclusion
 - 8.2.4. Thesis statement
 - 8.2.5. Topic sentences
 - 8.3. Process approach
 - 8.4. Researching information from multiple sources
 - 8.5. Citing sources and avoiding plagiarism
- 9. Business and Professional Written Communication
 - 9.1. Business letters, notes, and messages
 - 9.2. Emails, including etiquette
 - 9.3. Business forms

COURSE CONTENT AND SCOPE (CONTINUED)

9.4. Résumés

- 9.4.1. Chronological
- 9.4.2. Functional

10. Digital Literacy

- 10.1. Evaluating credibility and accuracy of web sources
- 10.2. Using word processing tools to produce writing
- 10.3. Using interactive media including ESL software, class websites, and online resources
- 10.4. Accessing online employment information and tools
- 10.5. Using online reference materials
- 10.6. Using technology to collaborate with others

11. Academic and Workplace Development

- 11.1. Goal setting and identifying steps to reach goals
- 11.2. Researching careers and career requirements
- 11.3. Interviewing
- 11.4. Cover letters and résumés
- 11.5. Soft skills
 - 11.5.1. Teamwork
 - 11.5.2. Problem solving
 - 11.5.3. Resource management

12. Cultural Diversity

- 12.1. Customs, traditions, and values
- 12.2. Diversity in the workplace and community
- 12.3. Tolerance, cultural sensitivity, and appropriate behavior

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Ads, flyers and articles
2. Information from Internet sources
3. Advanced level reading texts at a 7 to 8 grade reading level
4. Poems, short stories, and novels
5. Work manuals
6. News articles
7. Technical, academic or work-related texts

WRITING ASSIGNMENTS

Writing assignments may include but are not limited to:

1. 4-5 paragraph essays
2. Business and educational forms
3. Résumés, letters, and emails
4. Summaries of texts or media presentations

WRITING ASSIGNMENTS (CONTINUED)

5. Journal writing

OUTSIDE ASSIGNMENTS

Outside assignments may include but are not limited to:

1. Contacting community agencies by phone, email, or in person to access information or services and reporting information to class
2. Participating in a community event and reporting to class
3. Writing a letter to the editor of a newspaper or to a government official
4. Researching information using multiple sources and reporting findings orally or in writing, citing information and sources
5. Creating a presentation using multi-media resources
6. Utilizing the class blog
7. Interviewing a college student about their experience in a higher academic system or a person in the career field of interest and reporting key information attained

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

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

1. Identifying personal, educational or career goals and steps to achieve it
2. Interpreting data from tables, charts, and graphs and making an oral or written report
3. Summarizing a reading passage
4. Comparing and contrasting two texts on the same topic and making an oral or written report
5. Identifying authors' point of view and purpose in multiple texts
6. Identifying a problem in an assigned scenario and determining possible solutions and consequences

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. Textbook 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. Guest speakers
2. Lecture/laboratory
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

Grammar and Beyond Book 4, Blass, Iannuzzi and Savage, Cambridge University Press, current edition

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

Grammar in Context 3, Elbaum, Cengage, current edition

Grammar Sense 3, Bland, Oxford University Press, current edition

North Star 4: Listening & Speaking, Ferree and Sanabria, Pearson Education, current edition

North Star 4: Reading & Writing, English and English, Pearson Education, current edition

Quest 2 or 3, Cambridge University Press, current edition

Pathways 4: Listening, Speaking and Critical Thinking, Chase and Johannsen, National Geographic Learning, current edition

Pathways 4: Reading, Writing and Critical Thinking, Vargo and Blass, National Geographic Learning, current edition

Touchstone 4, 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

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

REVISED BY Gretchen Bitterlin DATE February 21, 2007

REVISED BY Instructional Services/SLO's Added DATE May 18, 2011

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