

ESLN 310A: ESL - COMPREHENSIVE I

Originator

fvscial

Justification / Rationale

Addition of 100% online teaching modality

Effective Term

Fall 2022

Credit Status

Noncredit

Subject

ESLN - ESL Noncredit

Course Number

310A

Full Course Title

ESL - Comprehensive I

Short Title

ESL-COMPREHENSIVE I

Discipline**Disciplines List**

English as a Second Language (ESL): Noncredit

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This Level I (low-beginning) comprehensive English as a Second Language course introduces students to the main structures of functional American grammar and stresses the simple present and present continuous tenses in reading, writing, listening and speaking.

Schedule Description

This Level I (low-beginning) ESL course introduces students to basic structures of functional American English and stresses the simple present and present continuous tenses in reading, writing, listening and speaking.

Prerequisite: ESLN 309A, or self-placement, or instructor recommendation

Non-credit Hours

576

Lecture Units

0

Lab Units

0

In-class Hours

192

Out-of-class Hours

384

Total Course Units

0

Total Semester Hours

576

Override Description

Non-Credit course

Prerequisite Course(s)

ESLN 309A, or self placement, or instructor recommendation

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Schoenberg, I.

Title

Focus on Grammar 2

Edition

5th

City

New York

Publisher

Pearson ESL

Year

2016

College Level

No

Flesch-Kincaid Level

2.5

ISBN #

9780134583280

Resource Type

Book (Recommended)

Author

Fuchs, M.

Title

The Oxford Picture Dictionary Beginner's Workbook

Publisher

Oxford University Press

Year

1991

Resource Type

Book (Recommended)

Author

Shapiro, Adelson-Goldstein

Title

The Oxford Picture Dictionary

Publisher

Oxford University Press

Year

1998

Resource Type

Book

Author

Bass L., Gordon D.

Title

Writers at Work: From Sentence to Paragraph

Edition

1st

City

New York

Publisher

Cambridge University Press

Year

2010

College Level

No

ISBN #

978-0521120302

Resource Type

Book

Author

Heyer, S.

Title

All New Easy True Stories

City

White Plains, NY

Publisher

Longman Publishing

Year

2004

College Level

No

Flesch-Kincaid Level

1

ISBN #

ASIN:B017YCDSCI 2

For Text greater than five years old, list rationale:

Writers at Work: From Sentence to Paragraph is 10 years old (year, 2010) and All New Easy True Stories is 16 years old (year, 2004). The content of these textbooks remains relevant and aligns with the course curriculum. When new editions of these two textbooks are published, they will be adopted.

Class Size Maximum

30

Entrance Skills

With the help of visual aids, write simple sentences and yes/no questions with correct punctuation and capitalization.

Requisite Course Objectives

ESLN 309A-Write legibly, with capital and lowercase letters clearly distinguishable, and with appropriate spacing between letters and words.

ESLN 309A-Compose simple sentences with correct punctuation and capitalization.

ESLN 309A-Use learned words to write simple, grammatically correct sentences and yes/no questions while using visual aids.

Entrance Skills

Respond to simple statements and yes/no questions using learned phrases and vocabulary.

Requisite Course Objectives

ESLN 309A-Use correct pronunciation of vowel and consonant sounds, syllables, and learned words.

ESLN 309A-Respond appropriately to simple statements and yes/no questions.

Entrance Skills

Demonstrate listening comprehension of simple statements, yes/no questions, and short conversations that use learned vocabulary and grammar structures.

Requisite Course Objectives

ESLN 309A-Demonstrate comprehension of simple words and phrases used in basic communication and common contexts.

ESLN 309A-Illustrate comprehension of simple statements of information and questions used in everyday contexts.

ESLN 309A-Show comprehension of simple conversations or instructions using common, beginning-level vocabulary and grammar.

Course Content

Listening, Speaking, Reading and Writing Topics:

1. Letters and numbers (Review)
2. Occupations
3. Party Situations
4. Weather
5. Familiar places for students
6. Expressing likes/dislikes, habits
7. personality traits
8. Describe actions in pictures, movies, and live situations

Grammar Topics

1. BE Verb
 - a. Present and Past Tense: Affirmative
 - b. Present and Past Tense: Negative
 - c. Present and Past Tense: Yes/No questions and short answers

- d. Present and Past Tense: Wh-questions
- e. Present and Past Contractions
- 2. Simple Present Tense
 - a. Affirmative
 - b. Negative
 - c. Yes/No questions and short answers
 - d. Wh-questions
- 3. Present Continuous Tense
 - a. Affirmative
 - b. Negative
 - c. Yes/No questions and short answers
 - d. Wh-questions
- 4. Imperatives
 - a. Affirmative
 - b. Negative
- 5. Nouns/Pronouns
 - a. Plural
 - b. Personal pronouns
 - c. Demonstrative pronouns
 - d. Possessive Nouns
- 6. Prepositions
 - a. Time
 - b. Location
 - c. Direction
- 7. Adjectives/Adverbs
 - a. Demonstrative adjectives
 - b. Possessive adjectives
 - c. Adverbs of frequency

Course Objectives

	Objectives
Objective 1	Listening:
Objective 2	Demonstrate understanding of high frequency vocabulary and common social phrases.
Objective 3	Exhibit comprehension of short, previously-learned words or phrases in context.
Objective 4	Show understanding of short phrases or sentences about topics that refer to basic personal information or the immediate physical setting.
Objective 5	Demonstrate the ability to listen for personal information, information about people and physical descriptions, information about ID cards, information to complete an appointment card, information about a person's work history, information about safety and emergency information, information on a work or bus schedule, food items on a shopping list, restaurant orders, and medical advice.
Objective 6	Comprehend simple aural statements and questions in the simple present tense, the present continuous tense and the simple past tense of the verb 'be' using previously studied vocabulary.
Objective 7	Reading:
Objective 8	Exhibit understanding of familiar words and phrases which appear in lists, signs, maps, directions, calendars, identification cards, and which are also contained in simple sentences and phrases about everyday topics, such as school, family, home, neighborhood, daily routines, shopping, food, health, jobs, emergencies, and free time.
Objective 9	Demonstrate understanding of clearly related sentences when context, background knowledge, or visual information support meaning.
Objective 10	Comprehend simple statements and questions in the simple present tense, the present continuous tense and the simple past tense of the verb 'be' using previously studied vocabulary.
Objective 11	Writing:
Objective 12	Show the ability to write simple lists.
Objective 13	Exhibit the ability to take number, letter, and word dictation.
Objective 14	Demonstrate the ability to write phone messages, personal messages, and notes.
Objective 15	Show the ability to write statements and/or "Yes/No" and "Wh-" questions using familiar vocabulary and structures.

Objective 16	Demonstrate the ability to write numbers 1-100, phone numbers, addresses, dates, and personal information.
Objective 17	Using previously studied vocabulary, exhibit the ability to write sentences and questions in the simple present, present continuous tenses, as well as the simple past of the verb "be" about topics, such as school, family, home, physical descriptions, daily routines, shopping, food, health, jobs, and free time.
Objective 18	Speaking:
Objective 19	Demonstrate the ability to ask and answer elementary questions about topics that refer to basic personal information or the immediate physical setting, such as directions, daily routines, leisure activities, doctor's office visits, jobs and skills, transportation, places, food shopping, safety, and emergencies (edit)
Objective 20	Conduct a basic conversation using simple statements and questions in the simple present tense, the present continuous tense and the simple past tense of the verb 'be', as well as previously studied vocabulary.
Objective 21	Core Skills:
Objective 22	Apply knowledge and skills to new and varied situations.
Objective 23	Participate effectively in teams and in other groups to make decisions and seek consensus.
Objective 24	Respect and work with diverse people including those with different cultural and linguistic backgrounds and with different physical abilities.

Student Learning Outcomes

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

Outcome 1	Write sentences in response to short reading passages following a model.
Outcome 2	Respond to statements and questions in spoken language, and utilize familiar structures to communicate original utterances.
Outcome 3	Reproduce sentences in oral and written form for survival needs.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Demonstration, Repetition/Practice	Instructors will model correct pronunciation and use of new vocabulary. Students will repeat new vocabulary words aloud and use new phrases in presentations, conversations, and role playing. Instructors will also demonstrate the correct use of grammar structures.
Lecture	Instructors will give lectures on grammar, reading, writing, speaking, and listening skills, as well as present new vocabulary and phrases in various content areas.
Discussion	Instructors will give a variety of prompts and questions for students to answer in pairs, small groups, and with the whole class for collaborative exchanges of ideas to practice pronunciation, vocabulary and speaking skills.
Participation	Instructors will give students prompts that they can use to participate in groups, class discussions, activities, and assignments.
Role Playing	Instructors will give students prompts that they can use to create dialogues for simulated real-life situations.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Group activity participation/observation	Students will participate actively and appropriately in class. discussions, exercises, and projects. Students will read short stories in pairs or in groups, discuss lectures with classmates, and take notes in preparation for small group and whole class discussions.	In and Out of Class
Student participation/contribution	Students will participate actively and appropriately in small group and whole class discussions, activities, projects, and assignments.	In and Out of Class

Mid-term and final evaluations	Students will complete midterm and/or final assessments on course concepts. These assessments will evaluate grammar, reading, writing, speaking, and listening skills. In the hybrid teaching modality, students will take online tests.	In and Out of Class
Tests/Quizzes/Examinations	Students will be asked to utilize English language skills in role playing, group and class discussions, presentations, as well as written quizzes, tests, and assignments. In the hybrid teaching modality, students will take online tests.	In and Out of Class
Presentations/student demonstration observations	Students will practice learned vocabulary and grammar structures by presenting their work to their partner/group members or the whole class.	In and Out of Class
Other	Out-of-class hours will be accounted for electronically through the learning management system.	Out of Class Only

Assignments

Other In-class Assignments

1. Complete classroom work and/or assignments each week
2. Utilize listening, speaking, reading, and writing skills in class and in assignments
3. Complete exercises to build vocabulary, learn grammar concepts, and improve listening, reading, writing and speaking skills
4. Complete quizzes and exams

Other Out-of-class Assignments

1. Study and practice vocabulary for everyday situations, such as the classroom, classmates, family and friends, at home, getting a job, health, safety, etc., that was taught in class.
2. Study and practice listening for information in short dialogues, simple conversations, and texts about everyday situations and various topics.
3. Practice responding to statements and questions learned in class.
4. Study and practice utilizing familiar structures to communicate original utterances.
5. Organize and practice individual and group presentation about topics learned in class using learned vocabulary and phrases.
6. Read and respond to comprehension questions about short texts and authentic everyday material presented in class, such as signs, maps, forms, directions, etc.
7. Practice writing words, phrases, sentences, and short texts in various formats, such as lists, word dictations, messages, notes, descriptions, etc.
8. Review letters and numbers
9. Study and practice the Verb 'be': present and past tense: affirmative, negative, yes/no questions and short answers, and wh-questions, contractions
10. Study and practice the simple present tense (affirmative, negative, yes/no questions and short answers and wh-questions)
11. Study and practice the present progressive tense (affirmative, negative, yes/no questions and short answers and wh-questions)
12. Study and practice nouns and pronouns (plural, personal pronouns, demonstrative pronouns, possessive nouns) for oral and written use in various contexts.
13. Study and practice various types of prepositions (time, place and direction) in oral and written form for use in various contexts.
14. Study and practice various types of adjectives & adverbs (demonstrative adjectives, possessive adjectives, adverbs of frequency) in oral and written form for use in various contexts.

Grade Methods

Pass/No Pass Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

Pearson MyEnglishLab (the data is password-protected)

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

MyEnglishLab provides additional practice opportunities for the students.

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
Discussion forums with substantive instructor participation
Online quizzes and examinations
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus

External to Course Management System:

Direct e-mail
Synchronous audio/video

For hybrid courses:

Scheduled Face-to-Face group or individual meetings

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Students will regularly and frequently complete assignments in discussion forums and/or groups, and they will regularly and frequently submit formal writing assignments. So, they will receive regular and frequent feedback from the instructor on these assignments. Finally, students will also be able to communicate with instructor by telephone and voicemail.

Other Information

Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.

Many of the ESLN students work full-time, and it is often difficult, if not impossible, for them to attend a comprehensive class that is held for 3 hours a day, 4 days a week. A hybrid or 100% online class would enable those students to take this language class. This would be a good way to meet the needs of these ESLN students, without compromising the quality of the course

MIS Course Data

CIP Code

32.0108 - Developmental/Remedial English.

TOP Code

493087 - English as a Second Language – Intergrated

SAM Code

E - Non-Occupational

Basic Skills Status

Basic Skills

Prior College Level

Six levels below transfer

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Other Non-credit Enhanced Funding

Approved Special Class

Not special class

Noncredit Category

English as a Second Language

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Not transferable

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

Allow Audit

No

Repeatability

Yes

Repeatability Limit

NC

Repeat Type

Noncredit

Justification

Noncredit courses are not subject to repeatability limits.

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

11/18/2021

Academic Senate Approval Date

12/09/2021

Board of Trustees Approval Date

01/21/2022

Chancellor's Office Approval Date

06/12/2012

Course Control Number

CCC000326324

Programs referencing this courseEnglish Proficiency: Life Work Skills (<http://catalog.collegeofthedesert.eduundefined/?key=186>)