

COLLEGE OF THE DESERT

Course Code ESLN-310A

Course Outline of Record

1. Course Code: ESLN-310A
2. a. Long Course Title: ESL - Comprehensive I (Low Beginning)
b. Short Course Title: ESL-COMPREHENSIVE I
3. a. Catalog Course Description:
This first level 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. Students receive a Pass/No Pass grade mark.
b. Class Schedule Course Description:
This is a low-beginning ESL course that introduces students to basic structures of functional American English and stresses the simple present and present continuous tenses in reading, writing, listening and speaking. Students receive a Pass/No Pass grade mark.
c. Semester Cycle (if applicable): N/A
d. Name of Approved Program(s):
 - ENGLISH PROFICIENCY CERTIFICATE: LIFE & WORK SKILLS
4. Total Units: 0 Total Semester Hrs: 192.00
Lecture Units: 0 Semester Lecture Hrs: 192.00
Lab Units: 0 Semester Lab Hrs: 0
Class Size Maximum: 40 Allow Audit: No
Repeatability Repeatable 3 Times
Justification Non-Credit Course
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)
Prerequisite: ESLN 309A or
Prerequisite: appropriate ESLN Placement Test, or
Prerequisite: Instructor recommendation
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Schoenberg, I. (2012). Focus on Grammar 2 An Integrated Skills Approach (4th/e). New York Pearson ESL.
College Level: No
Flesch-Kincaid reading level: 2.5
 - b. Heyer, S. (1994). Easy True Stories: A Picture Based Beginning Reader White Plains, NY Longman Publishing.
College Level: No
Flesch-Kincaid reading level: 1
 - c. Bass L., Gordon D. (2010). Writers at Work: From Sentence to Paragraph (1st/e). New York Cambridge University Press.
College Level: No
Flesch-Kincaid reading level: N/A
 - d. Shapiro, & Adelson-Goldstein (1998). The Oxford Picture Dictionary New York, New York Oxford University Press.
College Level: No
Flesch-Kincaid reading level: 0
 - e. Fuchs, M. (1991). The Oxford Picture Dictionary Beginner's Workbook New York, New York Oxford University Press.

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College Level: No

Flesch-Kincaid reading level: 2.5

f. Supplemental Textbooks (Class sets available to sign-out in ESL Resource Center)

7. Entrance Skills: *Before entering the course students must be able:*

a. Recognize elementary vocabulary

- ESLN 309A - Reading:
- ESLN 309A - Demonstrate the ability to scan lists and forms for specific learned information words.

b. Read simple sentences

- ESLN 309A - Reading:
- ESLN 309A - Demonstrate the ability to comprehend basic new words, simple phrases, statements, and questions according to the context of the reading.

c. Write simple sentences using visual aids

- ESLN 309A - Writing:
- ESLN 309A - Demonstrate the ability to write learned words, simple phrases, and sentences while using visual aids.

d. Understand elementary, oral statements and questions

- ESLN 309A - Listening:
- ESLN 309A - Comprehend simple oral statements of information and simple questions in everyday contexts.

e. Reproduce simple answers

- ESLN 309A - Speaking:
- ESLN 309A - Demonstrate the ability to state simple statements of information.
- ESLN 309A - Demonstrate the ability to ask/answer simple YES/NO questions.

8. Course Content and Scope:

Lecture:

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

Lab: (if the "Lab Hours" is greater than zero this is required)

see course content

9. Course Student Learning Outcomes:

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

10. Course Objectives: *Upon completion of this course, students will be able to:*

Listening:

- b. Demonstrate understanding of high frequency vocabulary and common social phrases
- c. Demonstrate comprehension of short, previously learned words or phrases in context
- d. Demonstrate understanding of short phrases or sentences about topics that refer to basic personal information or the immediate physical setting
- e. 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
- f. 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

Reading:

- h. Demonstrate understanding of familiar words and phrases which appear in lists, labels, signs, maps, forms, directions, posters, calendars, identification cards, cash register receipts, personal checks, appointment cards, directions and warnings on medicine labels, help-wanted ads, job applications, time cards, bus schedules, and phone books
- i. Demonstrate understanding of simple sentences which contain familiar words and phrases about everyday topics such as school, family, home, neighborhood, daily routines, shopping, advertisements, food, menus, health, jobs, emergencies, and free time
- j. Demonstrate understanding of clearly related sentences when context, background knowledge, or visual information support meaning
- k. 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

Writing:

- m. Demonstrate understanding of how to fill out simple forms
- n. Demonstrate the ability to write simple lists
- o. Demonstrate the ability to take number, letter, and word dictation
- p. Demonstrate the ability to write phone messages, personal messages, and notes
- q. Demonstrate the ability to write statements or questions using familiar vocabulary and structures
- r. Demonstrate the ability to write numbers 1-100, phone numbers, addresses, dates, and personal information
- s. Demonstrate the ability to write sentences and questions about topics such as school, work, family, home, physical descriptions, daily routines, shopping, advertisements, food, health, jobs, and free time
- t. 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

Speaking:

- v. Demonstrate the ability to produce some words and common social phrases
- w. 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
- x. Use 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

Core Skills:

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- z. Apply knowledge and skills to new and varied situations
- aa. Participate effectively in teams and in other groups to make decisions and seek consensus
- ab. Respect and work with diverse people including those with different cultural and linguistic backgrounds and with different physical abilities

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Demonstration, Repetition/Practice
- b. Lecture

Other Methods:

Student interaction with instructor and fellow students. In-class practice and demonstration.

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 192.00

Outside Class Hours: 384.00

a. In-class Assignments

a. Complete twelve hours of classroom work each week b. Utilize listening, speaking, reading, and writing skills in class and in assignments c. Complete quizzes and exams

b. Out-of-class Assignments

*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.

*Study and practice listening for information in short dialogues, simple conversations, and texts about everyday situations and various topics.

*Practice responding to statements and questions learned in class.

*Study and practice utilizing familiar structures to communicate original utterances.

*Organize and practice individual and group presentation about topics learned in class using learned vocabulary and phrases.

*Read and respond to comprehension questions about short texts and authentic everyday material presented in class, such as labels, signs, maps, forms, directions, etc.

*Practice writing words, phrases, sentences, and short texts in various formats, such as lists, forms, word dictations, messages, notes, descriptions, etc.

*Review letters and numbers

*Study and practice the Verb 'be': present and past tense: affirmative, negative, yes/no questions and short answers, and wh-questions, contractions

*Study and practice the simple present tense (affirmative, negative, yes/no questions and short answers and wh-questions)

*Study and practice the present progressive tense (affirmative, negative, yes/no questions and short answers and wh-questions)

*Study and practice nouns and pronouns (plural, personal pronouns, demonstrative pronouns, possessive nouns) for oral and written use in various contexts.

*Study and practice various types of prepositions (time, place and direction) in oral and written form for use in various contexts.

*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.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

• Other

- a. Class participation: written/verbal b. Homework assignments c. Quizzes d. Exams

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-BS Reading and Writing Skills

Read complex passages with understanding.

Apply English conventions of grammar, mechanics, usage, punctuation, and format according to course intensity.

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Summarize written texts with ability to differentiate fact from opinion.

IO - Critical Thinking and Communication

Apply standard conventions in grammar, mechanics, usage and punctuation.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

Move course from Lab to Lecture

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
 b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Pass/No Pass Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000326324
- b. T.O.P. Code [CB03]: 493087.00 - English as a Second Langu
- c. Credit Status [CB04]: N - Noncredit
- d. Course Transfer Status [CB05]: C = Non-Transferable
- e. Basic Skills Status [CB08]: 1B = Course is a basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: K - Other Noncredit Enhanced Funding
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: *N/A*
- j. Course Prior to College Level [CB21]: F = 6 Levels Below
- k. Course Noncredit Category [CB22]: A - English As A Second Language
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): ENGLISH PROFICIENCY CERTIFICATE: LIFE & WORK SKILLS

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0
 Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
- b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

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Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Frederick Vescial Origination Date 10/09/15