

ESL M901: HIGH-BEGINNING NONCREDIT ESL

Originator

ssims

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

ESL - English as a Second Language (ESL)

Course Number (CB01B)

M901

Course Title (CB02)

High-Beginning Noncredit ESL

Banner/Short Title

High-Beginning Noncredit ESL

Credit Type

Noncredit

Start Term

Fall 2021

Catalog Course Description

Develops listening, speaking, reading, writing, grammar, vocabulary, study, and computer skills relevant to school, work, and personal life for the high-beginning student with a limited foundation in English speaking, reading, and writing. Emphasizes comprehension, oral and written statements and questions, and introduction to American culture.

Taxonomy of Programs (TOP) Code (CB03)

4930.87 - English as a Second Language-Integrated2

Course Credit Status (CB04)

N (Noncredit)

Course Transfer Status (CB05) (select one only)

C (Not transferable)

Course Basic Skills Status (CB08)

B - The Course is a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

K - Other Noncredit Enhanced Funding

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

D - Four levels below transfer

Course Noncredit Category (CB22)

A - English as a Second Language (ESL)

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Special Characteristics Code Descriptor

BI - Bilingual Instruction (a system of instruction that builds upon the language skills of a student whose primary language is not English or derived from English)

Field trips

Will not be required

Grading method

(P) Pass/No Pass Grading

Alternate grading methods

(O) Student Option- Letter/Pass

Does this course require an instructional materials fee?

No

Repeatable for Credit

Yes

Number of times a student may enroll in this course

Unlimited

Units and Hours

Carnegie Unit Override

Yes

Total in-Class (full semester or term)

Total Minimum Contact/In-Class Hours (for full semester or term; not weekly)

61.25

Total Maximum Contact/In-Class Hours (for full semester or term; not weekly)

70

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

61.25

Total Maximum Student Learning Hours

70

Student Learning Outcomes (CSLOs)

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

- | | |
|---|---|
| 1 | comprehend and respond to simple oral questions and commands. |
| 2 | write grammatically correct simple and compound sentences. |

Course Objectives

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

- | | |
|---|---|
| 1 | demonstrate comprehension of spoken phrases and sentences and conversations; respond appropriately to simple questions and commands; write words and phrases from dictation; pronounce words with comprehensible accent and intonation (listening, speaking, pronunciation) |
| 2 | read basic phrases and sentences related to daily life (reading). |
| 3 | identify parts of speech in brief oral and written sentences; use singular and plural nouns; use present-tense verbs in statements and questions (grammar and sentence structure). |
| 4 | fill out forms requiring personal information; write simple statements and questions using present-tense verbs (writing). |
| 5 | recognize and use basic vocabulary of daily life (vocabulary). |
| 6 | take brief notes on readings; complete homework regularly; work collaboratively with classmates (study skills). |
| 7 | demonstrate basic keyboarding and file management skills; use a word-processing program for assignments (computer skills). |

Course Content**Lecture/Course Content****(15%) Reading**

- Reading a short story (1 page) written in first-person point of view
- Read and understand parts of a formal email
- Skim a short reading to locate the main idea
- Read and comprehend labels on household items
- Understand a bulleted list

(10%) Vocabulary

- Understand parts of speech (i.e. nouns, verbs, and adjectives)
- Understand and use general vocabulary used when shopping, visiting the doctor, and asking for directions
- Understand how to use an online dictionary to search for definitions for unfamiliar words.
- Use basic collocations with verbs such as *make, do, play, and go*

(5%) Study skills

- Locate key information on a syllabus: class meetings times, policies, important dates, and office hours.
- Understand how to use a course management system (i.e. Canvas) to locate course and study materials.
- Take brief notes on readings
- Make a homework schedule

(15%) Writing

- Write a short autobiographical paragraph about a life event
- Write a short email responding to a friendly message
- Write a short descriptive paragraph about a person
- Write a short expository paragraph about goals
- Fill out a basic application form
- Understand and use transition phrases and words (e.g. first, second, in addition, for example)

(15%) Grammar and sentence structure

- Understand and use regular and irregular present and past tense verbs
- Use correct adjective order when describing objects
- Use modals to offer advice and suggestions.
- Ask questions using *How long...? And How often...?*
- Use adverbs of frequency with the simple present.

(15%) Speaking, pronunciation

- Use signposts when delivering a speech (e.g. first, second, for example, etc.)
- Be able to introduce oneself to the class: name, languages spoken, hobbies, and other personal information.
- Ask questions to clarify information (e.g. Could you please repeat that? I'm sorry; what does this mean? Etc.)
- Recognize and use correct syllable stress for vocabulary words
- Use correct intonation when asking a question
- Understand and recognize elided words in conversation (e.g. gonna, hafta, etc.)

(20%) Listening comprehension

- Understand a short story and recognize key details
- Understand and respond appropriately to yes/no questions
- Understand and respond appropriately to basic requests using modals
- Understand and recognize intonation used in questions

(5%) Computer skills

- Turn the computer on
- Use word processing software to type short paragraphs
- Use English language programs, such as Burlington English, to study English at home
- Turn the computer off
- Locate keys on the keyboard

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
Objective exams
Participation
Quizzes
Reports/Papers/Journals
Skills demonstrations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Class activities
Class discussions
Distance Education
Lecture

Describe specific examples of the methods the instructor will use:

- Explain and demonstrate correct use of grammar
- Model pronunciation
- Engage in structured conversations with students to practice target grammar and vocabulary
- One-on-one explanations of vocabulary, listening, reading, and writing assignments
- Model writing strategies

Representative Course Assignments

Writing Assignments

- Transcription of words and phrases from dictation.
- Short sentences using correct present-tense verbs.
- Short-answer quizzes.
- Homework in the textbook or handouts.
- Short response emails

- Filling in basic applications/forms
- Short autobiographical paragraph

Critical Thinking Assignments

- Compare/contrast manners or rituals of home culture to American culture.
- Identify main ideas in readings.
- Prepare statements and questions that use present-tense verbs.
- Identify main ideas and supporting details in short readings
- Understand and distinguish between present tense and past tense of basic verbs

Reading Assignments

- Read and understand parts of an informal email
- Read and locate key events in a short biographical story
- Read and understand a personal journal entry
- Read and understand parts of label on common household items
- Identify parts of a paragraph: topic sentence, support details, conclusion

Skills Demonstrations

- Write short compositions utilizing target grammar and vocabulary
- Complete quizzes covering reading comprehension
- Complete short partner presentations in class
- Use computer programs to practice language skills
- Complete homework assignments from textbooks

Outside Assignments

Representative Outside Assignments

- Watch brief videos on daily life in America.
- Complete short-answer quizzes.
- Complete readings and exercises in textbook and identify the parts of speech.

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Santamaria, Jenni Currie, and Jayme Adelson-Goldstein. *Step Forward; Introductory Student Book: Standards-based Language Learning for Work and Academic Readiness*. 2nd ed., Oxford UP, 2017.

Resource Type

Textbook

Description

Azar, Betty, and Stacy A. Hagen. *Fundamentals of English Grammar*. 5th ed., Pearson, 2019.

Resource Type

Textbook

Description

Bitterlin, Gretchen, et al. *Ventures; Transitions. Level 5*. 2nd ed., Cambridge UP, 2018.

Resource Type

Textbook

Description

Adelson-Goldstein, Jayme, and Norma Shapiro. *Oxford Picture Dictionary*. 3rd ed., Oxford UP, 2016.

Resource Type

Textbook

DescriptionRichards, Jack. *Interchange; Intro, A Student's Book with Online Self-Study*. 5th ed., Cambridge UP, 2017.**Library Resources****Assignments requiring library resources**

Use of computers in the Library/Learning Resources building's Open Access Computer Lab; Internet access.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Utilize library collection to access books about English language topics such as vocabulary, pronunciation, listening, speaking, reading, writing & grammar.

Distance Education Addendum**Definitions****Distance Education Modalities**Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online**Faculty Certifications****Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.**

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Post student writing in an online workshop. Students critique the writing.
E-mail	Individual interaction between instructor and student.
Other DE (e.g., recorded lectures)	Recorded lectures on the elements of grammar, writing, reading and listening.
Synchronous Dialog (e.g., online chat)	Instant messaging.
Video Conferencing	Instructor will hold regularly-scheduled online office hours.

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100% online Modality:	
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Examinations	
Hybrid (1%–50% online) Modality	
Online	
On campus	
Hybrid (51%–99% online) Modality	
Online	
On campus	

Primary Minimum Qualification

ESL

Review and Approval Dates

Department Chair

9/26/2020

Dean

10/1/2020

Technical Review

10/15/2020

Curriculum Committee

10/20/2020

DTRW-I

12/10/2020

Curriculum Committee

MM/DD/YYYY

CCCCO

02/09/2021

Control Number

CCC000622653

DOE/accreditation approval date

MM/DD/YYYY