ENSLC021 : Low Beginning ENGL for Speaker

General Information

Author:	-
Course Code (CB01) :	ENSLC021
Course Title (CB02) :	Low Beginning ENGL for Speaker
Department:	English
Proposal Start:	Fall 2013
TOP Code (CB03) :	(4930.87) English as a Second Language–Integrated
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000460369
Curriculum Committee Approval Date:	05/15/2009
Board of Trustees Approval Date:	12/31/1969
External Review Approval Date:	12/31/1969
Course Description:	This course is beneficial to students at a high beginning skill level. Students learn English vocabulary, as well as improve their listening, speaking, and writing skills. Using both spoken and written drills and exercises, students learn and practice basic English grammar. By giving needs and skills assessments to the students, instructors determine personal goals, ability to benefit from the class, and skill level. Advisory: The use of language other than English as a primary language is advised. Students should be literate in their native languages. Also, the ability to speak, understand, read, and write English at a survival level is desirable.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• ESL
Alternate Master Discipline Preferred:	• English • ESL • English
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

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Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is a basic skills course.	Course is not a special class.	• Letter Grade Methods • Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes	Course Prior To College Level (CB21)
	0	Five levels below transfer.

Rationale For Credit By Exam/Challenge	Retake Policy Description	
No value	Type:|Activity/Other Repeatable||Limit:|Three times	☑ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	Transferability Status
Not transferable	Not transferable

Units and Hours:

Summary

Minimum Credit Units (CB07)	2
Maximum Credit Units (CB06)	2
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	36
Total Student Learning Hours	108
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Not Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	Funding Agency Category (CB23)	

Credit Course.   Not Applicable.   Cooperative Work Experience Education
                                                                                      ☐ Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	1	2
Laboratory Hours	3	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0

Course In-Class (Contact) Hours

Lecture	0
Laboratory	0
Activity	0
Total	72

Course Out-of-Class Hours

Lecture	0
Laboratory	0
Activity	0
Total	36

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0   **Faculty Load:** 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENSLC020 - Low Beg. ENGL for Speakers of

Entrance Skills

Entrance Skills	Description
The use of language other than English as a primary language is advised. Students should be literate in their native languages. Also, the ability to speak, understand, read, and write English at a survival level is desirable.	No Value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Other
Rationale	Aural exercisesSelf-corrections of in-class and out-of-class work.

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Assignments

- **Grammar exercises. (A-D) Workbook pages. (A-D) Out of class speaking assignments. (A-D)**

Methods of Evaluation	Rationale
Other	This will be assessed by an exam, scored with a rubric. Speaking: 1. Prepare, practice, and present conversations with classmates. 2. Play an assigned situational role. 3. "Listen and repeat" difficult vocabulary words. Listening: Listen to cassette tapes of The Oxford Picture Dictionary and complete the requested tasks. Grammar: 1. Aural/Oral practice of specific points of grammar. a. Listen and respond to teacher b. Listen and respond with classmates c. Practice with partner 2. Textbook study of specific points of grammar 3. Complete assigned exercises in the grammar textbook. a. Discuss and compare answers with classmates b. Discuss and compare answers with teacher

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Fuchs, M. (1998) Beginning Workbook, The Oxford Picture Dictionary, , Oxford University Press			
	Shapiro, N. & Adelson-Goldstein, J. (2008) The Oxford Picture Dictionary, Monolingual, 2nd ed., Oxford University Press			
	Shapiro, N. & Adelson-Goldstein, J. (2008) The Oxford Picture Dictionary, English/Spanish, 2nd ed., Oxford University Press			
	Azar, B. S. (2005) Basic English Grammar, 3rd ed., Prentice-Hall, Inc			

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Increase both their receptive and productive vocabularies.	Expected SLO Performance: 70.0
Be able to comprehend and respond to written and spoken, beginning level English.	Expected SLO Performance: 70.0
Be able to form in speech and writing basic, grammatically correct English sentences.	Expected SLO Performance: 70.0
Gain a basic knowledge of English grammar.	Expected SLO Performance: 70.0

Outline

Course Outline

A Vocabulary
1 Clothing
2 Health
3 Community
4 Work

B Grammar
1 Present Tense
      a. Using the simple present and present progressive
      b. Frequency adverbs
      c. Non-progressive verbs
      d. Agreement of subject and verb " be"

2 Past tense
      a. Regular and irregular verbs
      b. Using the simple past
3 Future Tense
      a. Using the simple future
      b. Expressing future time: " be goin to" and "will"

4 Count and non-count nouns and articles
      a. Plural forms of nouns
      b. Count nouns
      c. Non-count nouns
      d. Articles

5 Comparatives and Superlatives

6 Pronouns
        a. Personal: nominative (review); objective; possessive
        b. Demonstrative

Lab Outline

1. Listening: Listen to cassette tapes of <u>The Oxford Picture Dictionary</u> and complete requested tasks
2. Grammar
1. Aural/Oral practice of specific points of grammar.
a. Listen and respond to teacher
b. Listen and respond with classmates
c. Practice with partner

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

No Value

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

No Value

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value