

Course Outline of Record Report

10/11/2021

ENSLC022 : Low Beginning ENGL for Speaker

General Information

Author:	-
Course Code (CB01) :	ENSLC022
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) :	CCC000379612
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 low-intermediate 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:	<ul style="list-style-type: none"> • ESL
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"> • English • ESL • English
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

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.	<ul style="list-style-type: none"> • Letter Grade Methods • Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes
0

Course Prior To College Level (CB21)
Four levels below transfer.

Rationale For Credit By Exam/Challenge
No value

Retake Policy Description
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
No value

Award Type
No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
No value

Transferability
Not transferable

Transferability Status
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)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Non-Credit Characteristic
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 Class
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

ENSLC021 - Low Beginning ENGL for Speaker

Entrance Skills

Entrance Skills

Description

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.

No Value

Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Written work

Rationale

No value

Methods of Instruction

Other

Rationale

Aural exercises in class Self-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

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
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	Shapiro, N. & Adelson-Goldstein, J. (2008) The Oxford Picture Dictionary, English/Spanish, 2nd ed., Oxford University Press			
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	Fuchs, M. (1998) Intermediate Workbook, The Oxford Picture Dictionary, , Oxford University Press			
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	Azar, B. S. (2005) Basic English Grammar, 3rd ed., Prentice-Hall, Inc			
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	Shapiro, N. & Adelson-Goldstein, J. (2008) The Oxford Picture Dictionary, Monolingual, 2nd ed., Oxford University Press			
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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 Transportation
- 2 Plants and Animals
- 3 Recreation
- 4 Areas of Study/Education

B Grammar

1 Asking Questions

- a. Yes/No questions (review)
- b. Information questions (review)
- c. Tag questions

2 Using Modal Auxiliaries

- a. Expressing ability; possibility; and permission
- b. Asking for permission or assistance
- c. Expressing advice or necessity
- d. Making suggestions
- e. Stating preferences
- f. Giving Instructions: Imperative sentences

3 Forming Negative Sentences (Review)

- a. With the verb "to be" (review)
- b. With single word verbs other than "be" (review)
- c. With auxiliary verbs and modals

4 Past tense

- a. Past progressive
- b. Using time clauses
- c. Expressing past habit: "used to"

5 Future Tense

- a. Expressing future time in time clauses and "if" clauses
- b. Using the present progressive to express future time

6 Pronouns

- a. Reflexive
- b. Indefinite

Lab Outline

1. Listening : Listen to cassette tapes of The Oxford Picture Dictionary 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 partne

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

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)

No Value

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