

ESL 300 - Literacy

Catalog Entry

Discipline English As a Second Language

Course Number 300

Course Title Literacy

Total hours of instructions required to achieve course objectives: 96.000 - 216.000

Min Credit: 0.000

Catalog Description

This is an ESL class for students who are not yet literate in English. Emphasizes communicative competence and basic functional language skills to meet immediate communication needs, including verbal and nonverbal strategies. Develops the ability of second language learners to recognize and read letters and numbers, and copy and produce the alphabet, numerals, and simple personal information.

Classification Code K - Other Noncredit Enhanced Funding

Transfer Code C - Not transferable

SAM Priority Code E - Non-Occupational

TOPS Code 4930.87 - English as a Second Language - Integrated

Repeatability Code CE - Continuing Education

Open Entry/Exit Yes

Grading Options Pass/Satisfactory Progress/No Pass

CIC Approval

09/13/2021

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. **Communicate basic information (e.g., name, phone number, etc.).**
2. **Identify and use numbers and letters to write simple information (e.g., first and last name, dates, address, phone number, signature, etc.).**

Course Objectives

1. Identify numbers and letters.
2. State the first 100 numbers and the letters and sounds of the English alphabet.
3. Match pictures to words.
4. Copy basic information.

Course Content

(Include major topics of the course, time required, and what the student is expected to learn.)

Course Lecture Content

The ESL Program recognizes that our students' race, ethnicity, linguistic background, and socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English literacy.

Listening: 27-60 hours

(Complexity and type of listening passages appropriate for this level: *individual words supported by visuals; high frequency vocabulary; authentic speech with rephrasing and repetition*)

- High-frequency spoken words and related images
- Single-word commands
- A general topic or setting in a listening passage appropriate for this level
- A speaker's purpose in simple conversations with visual cues
- Awareness of the need to respond to questions
- The meaning of basic phrasal verbs describing physical actions in context
- Matching sounds with letters
- Familiar vocabulary related to physical response
- The letters of the alphabet
- Consonant versus vowel sounds
- Statements versus questions

- Simple questions and requests

Speaking: 27-60 hours

- One-word utterances or short phrases that express immediate needs
- Answers to simple questions with nonverbal, yes/no, one-word responses or short phrases
- One- or two-word phrases that communicate lack of understanding
- The letters of the alphabet
- The numbers 1-100
- Words and phrases for clarification

Reading: 13-30 hours (Complexity and type of reading passages for this level: *words and phrases supported by visual context on a familiar topic.*)

- Basic skills in using a picture dictionary
- Information supported by visual and contextual clues
- Key words that ask for name, address, and phone number
- Shapes and upper- and lower-case letters
- Left-to-right reading
- Number recognition
- Phonological sounds related to letters (sound/symbol correspondence)
- Common public signs (e.g., restroom signs)
- Matching words to appropriate pictures

Writing: 13-30 hours (Writing tasks appropriate for this level: *write basic information (e.g., name, phone number, address) for personal identification.*)

- Numerals and uppercase and lowercase letters of the alphabet
- Lists and categories (e.g., a shopping list)
- Common words related to life, work, and the classroom
- Tracing
- Basic information (e.g., name, phone number, address, etc.) for personal identification on a form
- Simple affirmative and negative statements

Pronunciation: 9-20 hours

- The letters of the alphabet
- The numbers 1-100
- Syllables and word stress of vocabulary previously learned

Language Structure and Grammar: 7-16 hours

- Simple statements and questions
- Capital letters
- Basic punctuation
- Nouns
- Verbs
- Subject-verb agreement in simple present

College/Workforce Preparation (hours are included in integrated skills instruction):

- Familiar lists of words
- Common workplace signs
- Basic nonverbal social customs
- Forms of address
- Critical thinking, creative thinking, and problem-solving skills

Digital Literacy (hours are included in integrated skills instruction):

- Visual cues such as icons or emojis
- Basic terminology (e.g., power button, screen, keyboard, etc.)

Total Hours: 96-216

Course Materials

Other Required Materials

- Books from ESL Department recommended book lists
- Instructor-created materials and other resources as needed

What methods will be employed to help students learn?

Check all that apply:

- **Class Discussions**

Description

Students will participate in class discussions to review and check their understanding of and responses to course contents/classroom activities such as for homework assignments, worksheet exercises, the letters of the alphabet, and simple questions and answers.

- **Directed Learning Activities**

Description

Students will do directed learning activities to focus on strengthening their knowledge of specific course content areas such as by learning and reviewing syllable breaks and word stress to label items/pictures, or practicing basic punctuation marks to end simple sentences.

- **Field Trips**

Description

Students are invited to explore opportunities for academic, professional, personal or family-related reasons and/or to apply what they are learning in the classroom by taking school sponsored field trips provided as part of student services to visit for example other courses/programs/schools.

- **Guest Speakers**

Description

When guest speakers are available and requested by the instructor for in-class presentations, students will be able to learn more from the presenters on how they use English (e.g., vocabulary, pronunciation, grammar) in their disciplines, careers, lives, and so on. In addition, students will be able to ask them simple questions, make requests, and use short phrases.

- **Instructor Demonstrations**

Description

The instructor may use various demonstrating techniques to introduce and practice for example matching sounds with letters or words to pictures and showing common workplace signs.

- **Lecture**

Description

Instructors will provide students with new information or lessons using various instructional deliveries such as through speech, desktop publishing presentations, or media recordings to introduce the course contents and subtopics followed by classroom activities to allow students to discuss, practice and assess their responses.

- **Media Presentations**

Description

The instructor and students are able to present information to groups or the class on different content areas of the course using available internet, technology, and equipment in the classroom. For example, a group of students can present to the class their project on basic public signs around campus using Google Docs.

- **Oral Presentations**

Description

Students will be able to practice their oral skills by presenting information to the class on a content course topic of interest and answer simple questions as well as receive feedback.

- **Other**

Description

These instructional methods can be used in this course by the instructor; however, other related methods can also be employed and not all methods listed are necessarily performed by each instructor:

Cooperative learning

Class presentations

Debates

Dialogues

Distance education

Individual small and whole group listening and speaking activities in person or via recorded devices (e.g., audio scripts and video)

Individual and small group activities

Mediated learning

Mini speeches

Observations and demonstrations

Pair work

Portfolios

Projects

Role-play activities

Student conferences

Teamwork

Whole class instruction

What learning activities or assignments are required outside of class?

Reading Assignments

Reading labels, statements, articles, newspapers, stories, books, and other materials.

Writing Assignments

Writing lists, emails, messages, notes, journals, and letters in personal, vocational and/or academic settings.

Other Assignments

- Speaking English with family, friends, neighbors, co-workers, and classmates. Practicing voice recordings and public speaking.
- Listening to information in English in TV shows, movies, news, videos, podcasts, and other mediums.
- Reviewing course materials (e.g., grammar, pronunciation, spelling, vocabulary) to prepare for quizzes, tests, presentations, and projects.

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

These evaluative measures can be used in this course by the instructor; however, other related assessments can also be employed and not all types listed are necessarily performed by each instructor:

Computer assignments/worksheets

ESL Department developed pretests and posttests

Exams

Instructor-prepared assessments

Observations

Performance based assessments

Portfolios

Presentations

Projects

Quizzes

Rubrics

Student assessments

Teacher assessments/observations

Tests

Grading Scale

(P) Pass: The student has demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 70% or higher using various methods of evaluation/multiple measures.

(SP) Satisfactory Progress: The student has demonstrated proficiency in some of the learning outcomes of the course as evidenced by an average score of 60-69% using various methods of evaluation/multiple measures.

(NP) No Pass: The student has not demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 0-59% using various methods of evaluation/multiple measures.