



ESL 301 - Beginning Low

Catalog Entry

Discipline English As a Second Language**Course Number** 301**Course Title** Beginning Low**Total hours of instructions required to achieve course objectives:** 96.000 - 216.000**Min Credit:** 0.000

Requisites

Recommended Preparation: Completion with a grade of "C" or better or a Passing grade in: ESL 300 - Literacy or equivalent ;

Catalog Description

For students with some literacy in English. Emphasizes language skills in everyday situations and immediate needs of adult English learners, focusing on listening comprehension and beginning oral production of simple conversations, reading of practiced words and phrases, and completing simple writing tasks in the context of school, work and community.

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

04/10/2023

Student Learning Outcomes

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

1. **Ask and answer simple questions to provide personal information.**
2. **Complete a simple form with personal information.**

Course Objectives

1. Identify the general topic and key words and phrases in oral communication.
2. Participate in short conversations about familiar topics and in familiar contexts.
3. Read familiar words and phrases.
4. Write words and short phrases based on learned vocabulary and language structures.

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: 22-50 hours

(Complexity and type of listening passages appropriate for this level: *sentences and simple exchanges on familiar topics and settings supported by visuals; high frequency vocabulary;*

- Key words and phrases in oral communication
- Active listening skills
- Context to determine the meaning of words or phrases
- High-frequency, multi-word commands, social expressions, and short warnings
- The general topic or idea
- Simple questions
- Questions versus statements

- Simple idioms and phrasal verbs
- Vocabulary in context

Speaking: 22-50 hours

- Simple information
- Basic information, opinions, and directions
- State of being (e.g., feelings, ailments, etc.)
- Syntactically simple sentences with basic vocabulary
- Requests for simple clarification
- Simple commands and expressing caution
- Basic needs and everyday activities
- Short conversations about familiar topics and in familiar contexts

Reading: 18-40 hours

(Complexity and type of reading passages appropriate for this level: *lists or sentences in directions, labels, signs, dialogs, or forms supported by visual context and literary or informati*

- Essential idioms and idiomatic language in signs (e.g., directions and requests)
- Vocabulary in context
- Specific information
- Warnings
- Predicting, phonics decoding strategies, and context to infer the meaning of high-frequency sight words or phrases
- Word structures (e.g., high-frequency prefixes and suffixes) to infer the meaning of a word or phrase
- Purpose of a statement, such as a question, traffic ticket, or an advertisement
- One- to two-step written directions
- Written conversations
- Features of text (including titles, sentences, simple charts, and schedules)
- Terms on simplified forms
- Skimming and scanning strategies

Writing: 18-40 hours

(Writing tasks for this level: *write a single sentence message (e.g., a personal reminder); fill out basic forms that require only one or two pieces of personal information.*)

- Words, phrases, and simple sentences
- Simple phrases and sentences related to the classroom, work, and life
- Common nouns, noun phrases, verbs, conjunctions, and prepositions
- Subject-verb agreement, spelling, basic capitalization, and punctuation
- Expressing an opinion about a familiar topic
- Informal versus formal language use
- Basic pre-writing activities
- Short dictation tasks

Pronunciation: 9-20 hours

- Simple contractions
- Singular and plural sounds
- Syllables and stress patterns in vocabulary words
- Pitch levels and length of syllables
- Vowel sounds
- Initial "th" sounds
- Appropriate intonation for yes/no questions

Language Structure and Grammar: 7-16 hours (Review and expand previous levels of Language Structure and Grammar items.)

- Simple statements: affirmative and negative
- "Yes," "no," "or," and "Wh-" questions and answers
- Compound sentences with "and" and "but"
- Pronouns
- Singular vs. plural nouns
- Verb "to be"
- Simple present
- Present continuous
- Simple past
- Future with "be going to" or "will"
- Modal "can"
- Subject-verb agreement
- Basic prepositions

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

- Key features of a text (such as titles, subheadings, sources, key words, and visual elements)
- Vocabulary list creation and maintenance
- Notebook organization
- Identification of jobs and job duties
- Job ads and announcements for specific information
- Critical thinking, creative thinking, and problem-solving skills

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

- Keys/functions on a keyboard
- Basic terminology and simple oral commands (e.g., "Open app.")
- Document creating, saving, opening, and printing

Course Materials

Textbook

Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez, K. Lynn Savage Ventures Basic third Cambridge University Press 978-1108449533 2018 This is a part of a popular textbook series that has not been revised again yet.

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, requests for simple clarification, and simple idioms and phrasal verbs.

- **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 pitch levels and stress patterns in vocabulary words, or writing words, phrases, and 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 for their opinions, make requests for simple clarification, and have short conversations with them.

- **Instructor Demonstrations**

Description

The instructor may use various demonstrating techniques to introduce and show for example how to organize a notebook and do short dictation tasks.

- **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 job ads using Google Docs and internet.

- **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, answer requests for simple clarification 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.