



## Catalog Entry

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**Discipline** English As a Second Language

**Course Number** 398

**Course Title** ESL Lab

**Former Title** ESL Community Learning Center

**Total hours of instructions required to achieve course objectives:** 72.000 - 216.000

**Min Credit:** 0.000

## Catalog Description

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This course provides English language learners of all levels the opportunity to improve their language skills, while increasing knowledge of civics and computer literacy terms/phrases through individualized and small group instruction. Online learning software programs, desktop computer software, web-based instructional programs, and faculty-created OER curriculum are used to support and enhance student learning.

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**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

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10/03/2022

## Student Learning Outcomes

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

1. **Complete writing tasks for real life applications (e.g., notes, signs, lists, letters, emails, forms, paragraphs).**
2. **Communicate information verbally for real life applications (e.g., questions, phone calls, recordings, interviews, presentations).**

## Course Objectives

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- Ask and answer questions in conversations to communicate needs, requests, or ask for clarification
- Read familiar and unfamiliar topics by utilizing reading skills (e.g., skimming, graphic organizers) to find the main ideas, learn new vocabulary/phrases, and interpret the contents
- Write sentences or paragraphs with a focus on academic, occupational, and survival skills topics based on personal and nonpersonal experiences
- Utilize web-based/learning program software resources and lab-prepared materials to expand learning opportunities in English

## Course Content

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

### **Course Lecture Content**

*The ESL Program recognizes that 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.*

Note: The following competency topics are taught through integrated (holistic) language skills instruction and include at least one of the following language skill areas: reading, writing, listening, and speaking. The language skills include language structure and grammar points which are listed in the ESL core CORs. Additionally, digital literacy, career development and college preparation (CDCP) skills are included in the integrated language skills instruction. The following list of topics are examples that are covered:

### **1. Communication: (10–30 hours)**

- Personal information
- Conversations and recordings
- Communication skills
- Other related topics

### **2. Computer Literacy (12–36 hours)**

- Basic functions and parts of a computer
- Basic troubleshooting
- Computer terms and phrases
- Other related topics

### **3. Community Resources (10–30 hours)**

- Places in the community
- Searching and locating places for different needs and situations
- Community resource guides, directories, and information
- Other related topics

### **4. Consumer Economics: (10–30 hours)**

- Saving time and money
- Banking

- Budgets

- Other related topics

#### **5. Government and Law: (10–30 hours)**

- Civics (e.g., voting, volunteering)

- Emergencies

- Traffic signs

- Other related topics

#### **6. Health and Safety: (10–30 hours)**

- Safety rules and information

- Healthy living

- Visiting doctors' offices and healthcare facilities

- Other related topics

#### **7. Occupational Knowledge: (10–30 hours)**

- Career exploration

- Employment

- Workplace information

- Other related topics

Total hours: 72–216

## **Course Materials**

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### **Textbook**

Sarah Lynn, Ronna Magy, Federico Salas-Isnardi Future 2ed Intro Student Book & Interactive eBook with App  
Second Pearson Education 978-0137360307 2021

Jenni Currie Santamaria and Jayme Adelson-Goldstein Step Forward Level 1 Student Book with Online Practice:  
Standards-Based Language Learning for Work and Academic Readiness Second Oxford 978-0194492706 2019

Ingrid Wisniewska and Jayme Adelson-Goldstein Step Forward Level 2 Student Book with Online Practice:

Standards-Based Language Learning for Work and Academic Readiness Second Oxford 978-0194492744 2019

Jane Spigarelli and Jayme Adelson-Goldstein Step Forward Level 3 Student Book with Online Practice: Standards-  
Based Language Learning for Work and Academic Readiness Second Oxford 978-0194492782 2019

Barbara R. Denman and Jayme Adelson-Goldstein Step Forward Level 4 Student Book with Online Practice:

Standards-Based Language Learning for Work and Academic Readiness Second Oxford 978-0194492829 2019

Sandra Elbaum Grammar in Context Seventh National Geographic 978-0357140253 2019

### **Other Required Materials**

[For noncredit courses, textbooks are recommended and not required]

- Flashcards

- Language learning software programs

- Teacher-generated materials and resources

- Web-based instructional programs

## What methods will be employed to help students learn?

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Check all that apply:

- **Class Discussions**

**Description**

Progress/Goal sheet and lab resource discussions.

- **Directed Learning Activities**

**Description**

DLAs include web-based instructional programs (e.g., base verb forms).

- **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:*

Language learning software program progress checklist

Teacher-directed lessons on content topics (e.g., community resources)

## What learning activities or assignments are required outside of class?

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**Reading Assignments**

Reading language learning program information, lab progress comments, and other materials.

**Writing Assignments**

Writing answers on life skills packets and notes on progress sheets.

**Other Assignments**

- Speaking English with family, friends, neighbors, co-workers, and classmates.
- Listening to information in English on TV shows, the radio, or from other venues.

## Standards of Achievement

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

**Others:**

Civics lesson packets with assessments

Formative and summative assessments (e.g., interviews, questionnaires)

Language learning software assessments

Progress checks (e.g., weekly, monthly)

Student evaluations

Teacher observations

## Grading Scale

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(P) Pass:

The student has demonstrated proficiency in the learning outcomes of the course, as evidenced by an average score of 70-79% using various methods of evaluation/assessment/multiple measures, including participation requirements as determined by the instructor.

(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/assessments/multiple measures including participation requirements as determined by the instructor.

(NP) No Measurable Progress:

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/assessments/multiple measures including participation requirements as determined by the instructor.