

# ELL G010N: ENGLISH FOR COMMUNICATION 1

Item	Value
Curriculum Committee Approval Date	10/06/2020
Top Code	493087 - English as a Second Language - Integrated
Units	0 Total Units
Hours	72 Total Hours (Lecture Hours 72)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Open Entry/Open Exit	Yes
Grading Policy	P/NP/SP Non-Credit (D)

## Course Description

This noncredit course is the first level in the adult education, multi-skills sequence. Beginning English learners will develop their reading, writing, listening, and speaking skills essential for daily English communication. Its focus on language, culture, and life skills will help the student achieve personal, career, and/or academic goals. Open Entry/Open Exit. NOT DEGREE APPLICABLE. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Demonstrate an understanding of common vocabulary in phrases and questions related to school, family, and work.
3. Illustrate the ability to express essential needs and engage in basic conversations. (Speaking).
4. Interpret meaning from everyday print materials. (Reading).
5. Construct sentences in paragraph form on familiar topics covered in class (7-10 sentences). (Writing).
6. Transfer personal information on sections of simple forms and applications. (Writing).

## Course Objectives

- 1. Read an ID card to complete common registration forms.
- 2. Understand the significance of titles in front of names.
- 3. Identify common classroom objects in the context of an inventory list.
- 4. Read family trees to explain family relationships.
- 5. Identify common health problems and suggest remedies.
- 6. Read a map to give directions.
- 7. Understand the purpose of a DMV in America.
- 8. Read schedules, calendars, and clocks to explain time and appointments.
- 9. Recognize U.S. currency and understand the different payment methods.
- 10. Read supermarket ads and receipts for daily living.

## Lecture Content

Personal information (i.e. introductions) Listening and Speaking: clarify spelling, use greetings and appropriate language to introduce self and others Vocabulary: personal information, countries and nationalities, personal titles Grammar: possessive adjectives, subject pronouns, simple present of be, contractions Reading: read a paragraph about student personal information Writing: compose informative sentences relating to personal information, use capitalization At school (i.e. the classroom) Listening and Speaking: solicit and give item locations Vocabulary: classroom furniture, classroom objects Grammar: prepositions of location, singular and plural nouns, Yes/No questions, contractions Reading: read descriptive sentences about a classroom, use pictorial cues Writing: compose directions about item locations in a classroom, use capitalization and periods Family Listening and Speaking: discuss present activities, answer family questions Vocabulary: family relationships, daily activities, descriptive adjectives Grammar: present continuous, Wh- and Yes/No questions, object pronouns Reading: read about a family birthday party, determine significance of titles for comprehension (reading skill) Writing: write descriptive sentences relating to family, write number words Health (i.e. health problems) Listening and Speaking: ask about someone s health, show sympathy, offer remedies Vocabulary: body parts, health problems, descriptive adjectives Grammar: simple present of have, Questions with have, have and need, contractions Reading: read about a sick family s visit to a doctor s office Writing: compose an absence note to a teacher, write dates Around town (i.e. places and directions) Listening and Speaking: discuss location, describe a neighborhood, clarify directions Vocabulary: building and place names, imperatives for directions Grammar: prepositions of location, Where questions, affirmative and negative imperatives Reading: read a descriptive e-mail about a neighborhood, identify pronoun referents Writing: compose a detailed paragraph about a neighborhood, capitalize proper nouns Time (i.e. daily activities and time) Listening and Speaking: discuss daily schedules Vocabulary: times of the day, habitual activities Grammar: simple present tense, Wh- questions, prepositions of time Reading: read a descriptive paragraph about one s schedule, interpret a text using Wh- questions (reading strategy) Writing: compose a detailed paragraph about schedules, use indentations Shopping (i.e. food and money) Listening and Speaking: use How many and How much, discuss what there is and isn t, use quantifiers Vocabulary: grocery store items, US currency Grammar: count and non-count nouns, quantifiers with non-count nouns Reading: read a paragraph about a shopping outing, understand new words through context clues (reading strategy) Writing: compose a detailed shopping list, use commas in a list Work (i.e. jobs and skills) Listening and Speaking: describe your job/work skills Vocabulary: occupations, work locations Grammar: simple past of be (statements and questions), Can, contractions Reading: read a detailed letter about a one s job/work history, determine time through verb tense Writing: compose a detailed paragraph about one s skills, edit spelling Daily living (i.e. home responsibilities) Listening and Speaking: discuss household activities Vocabulary: chores, household items, time words Grammar: simple past tense of regular and irregular verbs, Or questions Reading: read a detailed letter about daily events Writing: compose a detailed letter about household chores, use simple past tense in written English Free time Listening and Speaking: discuss free-time activities Vocabulary: free-time activities, sports Grammar: simple past of irregular verbs, future with be going to, contrasting past, present, and future Reading: read a detailed e-mail/letter about a vacation, identify time words in content Writing: compose a detailed letter about a past/future vacation, write new paragraphs as the tense changes

## Lab Content

N/A

## Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

## Reading Assignments

N/A

## Writing Assignments

N/A

## Out-of-class Assignments

N/A

## Demonstration of Critical Thinking

In-class assessments (e.g. student writing samples, diagnostics, needs analysis, and class surveys/questionnaires) are used to determine student needs before introducing objectives. Various methods of evaluations are continuously used to assess critical thinking: Preview (e.g. just-in-time, minute paper) Applied performance (e.g. follow oral and/or written directions, oral interview, take notes (key information)) Cooperative experience (e.g. chain notes) Problem-solving (e.g. case studies, error analysis, open-ended) Observation (e.g. during individual and group collaborations) Simulation (e.g. role playing, visualization, modeling concepts, skits/dramas) Self-evaluation

## Required Writing, Problem Solving, Skills Demonstration

Various methods of evaluations are continuously used to assess required writing, problem solving, and skills demonstration: Applied performance (e.g. follow oral and/or written directions, oral interview, take notes (key information)) Presentations (e.g. individual vs. group, peer vs. teacher vs. outside evaluator grading) Projects/reports Paper-and-pencil tests (e.g. fill-in-the-blank, cloze, sentence completion, dictation, short answer, true/false, multiple choice, match) Observation (e.g. during individual and group collaborations) Cooperative experience (e.g. focus groups, student teams, study groups) Simulation (e.g. role play, visualization, modeling concepts, skits/dramas) Portfolio of students work (e.g. completed assignments, journal) Informal conversations Textbook publisher s quizzes and tests Achievement pre-/post- tests (e.g., CASAS Life Skills Reading)

## Eligible Disciplines

ESL: Master's degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelor's degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Master's degree required.

## Textbooks Resources

1. Required Bitterlin, G., Johnson, D., Price, D., Ramirez, S., Savage, L.. Ventures 1, 3 ed. Cambridge University Press, 2018
2. Required Jenkins, R. Johnson, S.. Stand Out 1, 3 ed. National Geographic, 2016