

ELL G020N: ENGLISH FOR COMMUNICATION 2

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 second level in the adult education, multi-skills sequence. Intermediate English learners will further 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. Apply descriptive vocabulary in phrases and questions related to school, family, and work. (Listening).
3. Incorporate clarification strategies in dialogue beyond expressing essential needs. (Speaking).
4. Understand print materials from everyday life. (Reading).
5. Develop a topic sentence with supporting sentences to compose a paragraph on a familiar topic. (Writing).

Course Objectives

- 1. Understand how to complete an order form for purchasing items for personal use.
- 2. Understand medicine labels and warning labels.
- 3. Read a bus, train, and airline schedule.
- 4. Describe major life events in chronological order.
- 5. Complete a marriage license application.
- 6. Read a sales receipt.
- 7. Complete a common timesheet template at work.
- 8. Read a customer service or repair invoice.
- 9. Read and respond properly to a formal party invite.

Lecture Content

Personal information (i.e. describing people) Listening and Speaking: describe people's appearance and what they have on, describe what people are doing now and their habits Vocabulary: accessories, adjectives relating to size, color, and patterns Grammar: order of adjectives, present

continuous vs. simple present Reading: read an e-mail about a family member, find answers to questions by scanning (reading strategy) Writing: compose a descriptive paragraph about a classmate, use a comma after time phrases at the beginning of a sentence At school (i.e. school services) Listening and Speaking: describe one's wants/needs and future plans Vocabulary: computer and vocational vocabulary Grammar: future tense with will and be going to, and the present continuous Reading: read an application form, identify the main idea through skimming (reading strategy) Writing: compose an expository paragraph about goals, organize ideas by using First, Second, and Third signals Friends Listening and Speaking: dialogue about past actions and daily habits Vocabulary: car parts, daily activities Grammar: simple past using regular and irregular verbs, simple present vs. simple past, collocations Reading: read a journal entry, order events by scanning for First, Next, and Finally (reading strategy) Writing: compose a journal entry about day events, use a comma after sequence word Health (i.e. accidents) Listening and Speaking: give advice, clarify meaning Vocabulary: health issues, accidents, vocabulary on medicine labels Grammar: Should, Have to + verb, Must, must not, have to, not have to Reading: read a warning label, understand a list Writing: complete an accident report form, use cursive writing for a signature Around town (i.e. transportation) Listening and Speaking: dialogue about train/bus/airline schedule and personal transportation habits, describe personal habits Vocabulary: train station vocabulary, travel activities, adverbs of frequency Grammar: How often and How long questions, adverbs of frequency, prepositions Reading: read a personal letter, identify city/place names by scanning for capital letters (reading strategy) Writing: compose a letter about a trip Time (i.e. time lines and major events) Listening and Speaking: dialogue about major life events in the past, sequence events in the past Vocabulary: life events, time phrases Grammar: When questions and simple past, time phrases Reading: read a magazine interview, identify the main idea by skimming interview questions (reading strategy) Writing: compose a narrative paragraph about important life events, use a comma after a time phrase at the beginning of a sentence Shopping Listening and Speaking: dialogue to compare furniture, appliances, and stores Vocabulary: furniture, descriptive adjectives Grammar: comparatives, superlatives Reading: read a short newspaper article, infer meaning of new vocabulary from context Writing: compose a descriptive paragraph about a gift, use because to answer Why and to give a reason Work (i.e. work history and job skills) Listening and Speaking: dialogue about completed actions, connect ideas Vocabulary: hospital vocabulary, job duties Grammar: What and Where questions and simple past, conjunctions, past and present ability Reading: read a letter of recommendation, scan content for names and dates (reading strategy) Writing: compose a summary paragraph about employment history, capitalize the names of businesses Daily living (i.e. solving common problems) Listening and Speaking: make recommendations, explain choices, make polite requests, politely refuse and agree to requests Vocabulary: home problems, descriptive adjectives Grammar: requests, Which questions and simple present Reading: read a notice on a notice board, determine if new vocabulary words have a negative/positive connotation Writing: write a letter of complaint, identify parts of a letter Free time Listening and Speaking: politely make offers, respond to offers politely, dialogue with direct and indirect objects Vocabulary: celebrations, party food, gifts Grammar: Would you like . . . ?, direct and indirect objects Reading: read a first-person narrative paragraph about a party, identify the main idea while reading Writing: compose a thank-you note for a gift, indent paragraphs in an informal note

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 2, 3 ed. Cambridge University Press, 2018
2. Required Jenkins, R. Johnson, S.. Stand Out 3, ed. National Geographic, 2016