

ELL G030N: ENGLISH FOR COMMUNICATION 3

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 third level in the adult education, multi-skills sequence. Advanced English learners will enhance 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. Determine main ideas of discussions/speeches on varied, familiar topics introduced in the semester. (Listening).
3. Engage in dialogues on varied, familiar topics with controlled fluidity and elevated fluency. (Speaking).
4. Identify meaning from context clues on daily topics. (Reading).
5. Compose a descriptive/narrative/expository paragraph. (Writing).

Course Objectives

- 1. Scan/skim a website for information and understand bar graphs.
- 2. Discuss English learning to further comprehension/competency in daily life.
- 3. Read advertisements for volunteers needed.
- 4. Discuss how to maintain a healthy lifestyle.
- 5. Complete the medical history section of a form.
- 6. Read and discuss topics related to community events.
- 7. Discuss credit/debit cards and debt.
- 8. Prepare for his/her job interview.
- 9. Read job blogs for potential employment options.
- 10. Read charts about job growth in the current economy.
- 11. Read charts regarding safety regulations across America.
- 12. Understand hotel advertisements/information.
- 13. Discuss travel plans.

Lecture Content

Personal information (i.e. personality traits) Listening and Speaking: compare preferences, describe personality types Vocabulary: personal interests, personality types, descriptive adjectives about people Grammar: verbs + gerunds, comparisons for logical conclusions Reading: read an article about personality and jobs, predict content from titles and pictures (reading strategy) Writing: compose a descriptive paragraph including a topic sentence and supporting sentences, use adjectives At school (i.e. study skills) Listening and Speaking: dialogue about study problems and learning strategies, question about recent past Vocabulary: study problems, learning strategies Grammar: present perfect, present perfect questions, simple past and present perfect Reading: read about learning strategies, identify parts of speech using context clues, determine examples that support statements Writing: compose a paragraph including examples to support ideas, use examples to support ideas Friends (e.g. neighbors) Listening and Speaking: describe problems, give reasons, dialogue about borrowing/lending Vocabulary: two-word verbs Grammar: because of phrases and because clauses, too and enough, be able to Reading: read a newsletter about a neighborhood watch, locate the main idea, facts, and examples Writing: compose a letter of complaint, support the main idea with examples Health (i.e. healthy habits) Listening and Speaking: dialogue about staying healthy, about past/present health habits Vocabulary: healthy habits/routines, beneficial herbs Grammar: present perfect, reported commands Reading: read about beneficial herbs, determine the topic in the introduction and conclusion, recognize word families Writing: compose a descriptive paragraph including a topic sentence, complete a chart Around town (i.e. community resources and events) Listening and Speaking: question about one's plans and expectations, discuss community events Vocabulary: entertainment, positive and negative adjectives Grammar: verbs + infinitives, present perfect with already and yet, verbs + infinitives and verbs + gerunds Reading: read a concert review Writing: compose an e-mail, complete a graphic organizer Time (i.e. time management) Listening and Speaking: organize tasks depending on importance, question habits/daily activities, compare/contrast characteristics and habits of strong/weak time managers Vocabulary: time-management, not prefixes, idioms related to time Grammar: adverb clauses with when, adverb clauses with before and after Reading: read about different cultural rules regarding time, understand dashes that symbolizes examples, recognize vocabulary with not prefixes Writing: compose a descriptive paragraph about a strong/weak time manager, use conclusion signals Shopping (i.e. saving and spending) Listening and Speaking: dialogue about buying on credit, make recommendations and offer advice Vocabulary: banking and finances, compound nouns Grammar: could and should, gerunds after prepositions, collocations Reading: read about credit card debt, determine problems and solutions presented in a text Writing: offer money saving advice, use first, second, third, and finally to organize ideas Work (i.e. finding a job) Listening and Speaking: discuss job interviews, question about ongoing activities Vocabulary: employment, separable phrasal verbs Grammar: present perfect continuous, separable phrasal verbs, present continuous vs. present perfect continuous Reading: read a blog about job searching, scan for details, use a dictionary to determine the best definition for a context Writing: compose a formal thank-you letter, understand the format of a thank-you letter Daily living (i.e. community actions) Listening and Speaking: discuss about crimes, past actions, emergencies, and safety items Vocabulary: crimes, emergency situations, time phrases Grammar: past continuous, past continuous vs. simple past with when and while, when to use present continuous Reading: read about an emergency, identify time phrases, determine meaning from context Writing: compose a narrative about an emergency Free time (i.e. vacation plans) Listening and Speaking: describe vacation plans and

order of future events, discuss future possibilities Vocabulary: travel and vacation Grammar: future real conditionals, future time clauses, when to use present perfect Reading: read about Alcatraz, guess meaning of words through context clues (reading strategy) Writing: compose a narrative about a tourist point of interest, use complex sentences to provide variety

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 3, 3 ed. Cambridge University Press, 2018
2. Required Jenkins, R. Johnson, S.. Stand Out 5, 3 ed. National Geographic Learning, 2017