



NONCREDIT COURSE PROPOSAL

School of: Instructional Support Services and Continuing Education

Department: Noncredit

Course Designator & Number: NC-110

Date of Application: 09/11/2006

Effective Semester: Spring 2017

Faculty Originator: Courtney Leckey

Material Fees: \$

Nancy Bartels

Type of Application: Modify Noncredit Course

Surian Figueroa

Certificate Confirmation #:

Diana Vera Alba

SAM CODE: E - Non Occupational

TOP CODE: 4930.87

Course Classification Code: K

Course Title: Basic ESL III

Total Hours of Instruction: 32

Lecture: 32

Lab: 0

Class Maximum: 30

Course Description & Scope: Exposes English language learners to the third of three instructional levels of ESL for academic and everyday purposes. Continues activities at a novice-high level which encourage independent learning. Promotes control over students' ability to learn and engage in goal-directed behaviors. Increases English language grammar, reading, listening, conversation, and writing. [ND]

Corequisite:

Limitation on Enrollment:

Prerequisite:

Recommended Concurrent Enrollment:

Recommended Preparation:

NC 109 or equivalent

Noncredit Eligibility Category Code:

A - ESL

Special Characteristics:

Justification:

MEASURABLE COURSE OBJECTIVES (With 70% accuracy as measured by the instructor)

1. Student will demonstrate proficiency in listening comprehension by completing tasks and activities at the novice-mid to novice-high level, according to the American Council on the Teaching of Foreign Languages (ACTFL) scale.
2. Student will demonstrate reading proficiency at the novice-mid to novice-high level, according to ACTFL.
3. Student will demonstrate oral proficiency at the novice-mid to novice-high level, according to ACTFL.
4. Student will illustrate proficiency in writing at the novice-mid to novice-high level, according to ACTFL and California Pathways.
5. Student will compose and apply vocabulary bases in the areas of reading, listening, speaking, and writing that will prepare them for entrance into the SWC ESL certificate program.
6. Student will analyze class content and make connections between his/her personal situations both orally and in writing.

CORE CONTENT

HOURS

- | | |
|--|----------|
| <ol style="list-style-type: none"> 1. Writing and grammar <ul style="list-style-type: none"> • Verbs tenses • Modals • Sentence structure (SVO word order) • Mechanics (punctuation and capitalization) • Responding to a prompt • Filling in forms • Writing multiple sentences in logical order | 6 |
| <ol style="list-style-type: none"> 2. Listening and speaking <ul style="list-style-type: none"> • Differences between speaking and writing • Grammar of speaking • Sentence structure and fragments • Identifying context clues • Clarifying • Formulating questions • Understanding and responding to questions • Giving multi-sentence responses with a logical progression of ideas | 6 |
| <ol style="list-style-type: none"> 3. Reading comprehension <ul style="list-style-type: none"> • Predicting • Summarizing • Scanning text for details • Answering comprehension questions • Identify sentence parts (SVO) | 6 |
| <ol style="list-style-type: none"> 4. Vocabulary development <ul style="list-style-type: none"> • Frequently used everyday and academic vocabulary • Context clues • Guessing | 6 |

• Lexical sets	
• Spelling	
• Meanings	
• Common collocations	
5. Learning skills	
• Reflection	
• Goal Setting	4
• Learning strategies	
• Study strategies	
6. Socio-cultural pragmatics	
• Modals for politeness	
• Cultural appropriateness	4
• Linguistic appropriateness	
• Register	
TOTAL	32

Method of evaluation to determine if objectives have been met by students:

1. Quizzes
2. Homework
3. Special projects
4. Computer assignments
5. Oral presentations
6. Role-playing participation in class activities
7. Skills demonstration
8. Class activities
9. Written assignments
10. Oral assignments
11. Objective test
12. Student knowledge
13. Individual activity

Assignments:

1. Reading

1. Read several paragraphs about safe and dangerous behaviors. Write down your answers to ten open-ended questions about main ideas and details in the text. Be prepared to discuss your answers in class.

1. Writing

1. Write a letter to your cousin who is moving to another city to start college. Include four to six sentences using "should" and "shouldn't" to give advice about safe and dangerous behavior.

1. **Other**

1.

1. **Group Activity**

1.

1. **Critical Thinking**

1. Interpret a pie chart of accident data. Write three conclusions based on the chart. Be prepared to discuss and explain your conclusions to the class.

2.

Instructional Methodology:

Requires a minimum of three (3) hours of work per hour of instruction, including class time.

1. Audiovisual
2. Demonstration
3. Discussion
4. Group activity
5. Individual assistance
6. Individualized Computer Assistance
7. Instructional aide
8. Lecture

Required and major Optional Reading(s), including textbook(s) and software (Author - Last name, First name. Title, 2nd ed. (or higher) Location: Publisher, Year)

Required:

Optional:

- McCarthy, Michael, Jeanne McCarten, and Helen Sandiford. Touchstone Level 1. 2nd ed. Cambridge, 2014. ISBN: 978-1107679870
- Richards, Jack C. Interchange Level 2. 4th ed. Cambridge, 2012. ISBN: 978-1107648692
- Richards, Jack C. Interchange Level 1. 4th ed. Cambridge, 2012. ISBN: 978-1107648678
- Burlington English

<http://www.burlingtonenglish.com/>

Codes:

Is this an approved special class for students with disabilities? No

Is this a basic skills course? No

APPROVED BY:

School Dean	Date	Department Chair	Date
Curriculum Chair/Vice President For Academic Affairs	Date	Curriculum Chair/President Elect for Academic Senate	Date

<i>Approved by:</i>	
Curriculum Committee	Date:
Governing Board	Date:
Chancellor's Office	Date:

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