

ESL 05100 - NOVICE-HIGH INTEGRATED LISTENING, SPEAKING, AND GRAMMAR

Catalog Description

Prerequisite: Placement by matriculation assessment process or completion of ESL 800 with grade of "Pass"

Advisory: Concurrent enrollment in ESL 510C or 810C and ESL 522G or ESL 822G

Hours: 54 lecture

Description: Novice-high course for non-native speakers. Course topics for college, community, and career may include authentic academic lectures, videos and podcasts to develop oral language production and listening comprehension using level-appropriate vocabulary and grammar. (not degree applicable)

Course Student Learning Outcomes

- CSLO #1: Analyze novice-high aural and written input and respond to content and directions through oral projects, class discussions, and written and oral response.
- CSLO #2: Apply vocabulary skills to construct meaningful level- and context- appropriate spoken language and extrapolate meaning from aural input.
- CSLO #3: Utilize novice-high grammar to analyze meaning in spoken and written language and develop appropriate oral and written statements, questions, and responses.

Effective Term

Fall 2022

Course Type

Credit - Nondegree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

Content will be taught with authentic language that focuses on U.S. culture and history and novice-high level situations and functions for college, career and community. Through integrated skills study and practice at a novice-high level, students will:

1. Construct meaning from aural and written content to complete oral tasks;
2. Demonstrate comprehension by formulating and expressing ideas using critical thinking skills;
3. Hypothesize content of listening materials through previewing and topic discussion;

4. Analyze authentic English texts and aural input and generate conversations and responses to questions about the analyzed material in group, pair, and whole class discussions.

5. Initiate conversation in English and respond to others in open-ended role-plays and other oral tasks (graded using a standardized rubric) while applying target pronunciation.

6. Distinguish language situations and formulate oral responses and utterances as appropriate to the function (e.g., opinion, agreement, disagreement, directions, description, request, offer).

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- Not Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Students discuss questions about an article they read in small groups. Students earn participation points for active participation and contribution to the group discussion.
- Objective Examinations
 - Example: The instructor will play "When the Beatles Refused to Play to Segregated Audiences" video clip, and students listen for main ideas and details. Students will respond to multiple choice, true-false, and short answer exam questions about the listening. Sample question: The video describes an example of discrimination. T/F
- Problem Solving Examinations
 - Example: Students listen to various situations and determine how to best respond in the situation using linguistically and sociolinguistically appropriate language (e.g., The counseling office gave you an appointment at the same time as your writing class. You need to fix this problem. What can you say to the Counseling Office staff?) Students write an appropriate response for each situation on the exam.
- Projects
 - Example: Students prepare and present a short oral presentation based on a course topic (e.g., Prepare and present recommendations or directions for how to complete a task using imperatives and present simple verbs, steps for how to change a mySierra password).
- Skill Demonstrations
 - Example: Students ask for and give directions using correct expressions and prepositions based on authentic campus or community maps. (How to get to the Natural Museum or the Theater from parking lot by the football field) The student listening to directions marks the route and/or location of final destination on the map to demonstrate comprehension.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor leads a lesson in which s/he encourages students to apply information from an article they read to their own lives. The class is working on asking and responding to present tense factual questions about what they do to help the environment. The instructor assigned an article about the importance of conservation to students for homework. In the following class session, the instructor asks students to think of and note down three ways s/he conserves water, energy, or food and to write a question about each to ask a partner using the present simple verb tense (e.g., Do you turn off the water while you brush your teeth?) The instructor asks students to compare what they do with a partner by asking each other questions. Then the instructor asks the student pairs to turn in a copy of their questions. The instructor writes some of the student questions on the board, and the class edits the questions for correct question form. The instructor uses this as an opportunity for a just-in-time grammar lesson on question form. Then students switch partners and use the questions on the board to ask and respond to questions about what they do to conserve. Pairs ask each other follow-up questions and have short discussions.
2. The instructor elicits some of the services available to students by asking the class what services are available on campus to college students. The instructor adds and describes some of the services available to students as necessary. Then the instructor asks student volunteers to share some problems, needs, or interests they have regarding college services (e.g., I lost my student ID card; They gave me a counseling appointment during class time.). The instructor guides students in generating appropriate request questions using simple modals and other expressions to ask for assistance or information as appropriate to the situation (e.g., Can I get a new ID card? Could you change my appointment time?). The instructor offers appropriate expressions for the requests and responses to the requests and helps correct forms when errors are made. The instructor provides a follow-up assignment for students to go to various campus service locations (e.g., library, counseling, financial aid office) to make a request.

Distance Learning

1. Instructors provide mini-lecture original videos or analyzes other videos for comprehension of content and vocabulary. Example: instructor may show a video on segregation in the South with photos and visuals that are accessible to the students. Then, the instructor creates a video with further explanation of the photos, of the historical events and perspective in a language that is accessible to students and with closed captioning. Students watch the videos. Written material can also be provided. For example, the instructor can create main idea sentences, or sentences that describe the segregation photos. Students may be asked to discuss the photos in a virtual group. Students may be required to comment to photos in video form in LMS (discussion board.)

Typical Out of Class Assignments Reading Assignments

1. Read The Sacramento Region Spare the Air "Air Pollution Affects Kids" informational card. Choose and list the 3 points you think are most important from the reading to share with the class. Come to class ready to present the three points orally to the class and explain why you think they are important.
2. Read a simplified script and/or modified summary of a script from a Ted Talk such as "Ric Elias: 3 things I learned while my plane crash" and based on the fact that Ric says he "stopped fighting with his wife about every day things", answer the question: What is the one thing you can change right now about your life? Find another main idea from the script and prepare to talk about it in groups.
3. Read the Sierra College "events" on the website and be prepared to talk about an event that is interesting.

Writing, Problem Solving or Performance

1. Develop a written plan (steps on how to find information about a topic starting with google images, i.e. the Taj Mahal, and outlining three major interesting facts about it using a simplified site such as wikipedia) for a short oral presentation using an organizational tool to outline the parts of the presentation. Present the oral presentation to the class.
2. Construct notes by completing an instructor-provided outline or chart based on assigned factual audio or video clip.
3. Compose written responses to instructor-assigned questions about posted video clips

Other (Term projects, research papers, portfolios, etc.)

1. Assemble a portfolio of semester work evidencing attainment of course student learning outcomes.

Required Materials

Other materials and-or supplies required of students that contribute to the cost of the course.