



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) ESL 264LS	(2) High-Beginning Listening and Speaking	(3) 4
Number	Title	Units

(4) Lecture / Lab Hours:		(8) Classification:	
Total Course Hours			
Total Lec hours:	54.00	Degree applicable:	
Total Lab hours:	36.00	Non-degree applicable:	X
Total Contact hours:	90.00	Basic skills:	
Lec will generate <u>0</u> hour(s) outside work.		(9)RC	Fulfills AS/AA degree requirement: (area)
Lab will generate <u>0</u> hour(s) outside work.		General education category:	
(5) Grading Basis:	Grading Scale Only	Major:	
	Pass/No Pass option		
	Pass/No Pass only	X	
(6) Advisories:	(10)CSU		
<i>No defined advisories.</i>	Baccalaureate:		
(7) Pre-requisites (requires C grade or better):	(11)Repeatable: (A course may be repeated three times)		
ESL 261LS	0		
Corequisites:			

(12) Catalog Description:
 ESL 264LS is a listening and speaking course designed for speakers of other languages who want to develop oral language skills at the high-beginning level. This course may be taken concurrently with ESL 264. ESL 264LS is five levels below English 1A. Students who successfully complete this course will be prepared for ESL 265LS.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. listen and understand spoken English at the high-beginning level.
- II. communicate orally at the high-beginning level.
- III. perform basic language-learning computer tasks.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. listen to high-beginning materials on familiar topics from a variety of sources.
- II. listen and identify global and discrete meaning.
- III. converse on everyday social and familiar topics.
- IV. identify and use grammatical structures found in oral English.
- V. identify and use patterns of intonation and pronunciation.
- VI. develop content, organization, and coherence to communicate effectively in an oral presentation.
- VII. use software applications for language learning.

IV. COURSE OUTLINE:

Lecture Content:

I. Content

1. Social and familiar topics and related vocabulary
 1. greetings and small talk, entertainment, travel, cars and driving, personal care, eating well, psychology and personality, and the arts
2. Grammatical structures in oral English
 1. the present perfect w/et, already, ever, before, for, and since; would rather; the future w/will; had better; the past continuous; direct object placement with phrasal verbs; count and non-count nouns; someone and anyone; negative yes/no questions; used to; gerunds and infinitives; expressions with prepositions; the passive voice;

comparisons with as...as; possessive pronouns; and factual and unreal conditionals

II. Listening Skills and Strategies

1. Adapted and authentic sources
 1. conversations, announcements, telephone messages, and advertisements
2. Global and discrete meaning
 1. identifying movie genres, taking phone message, listening for car types, identifying excuses, listening for life events, and identifying computer commands

III. Speaking Skills and Strategies

1. Pronunciation and intonation
 1. negative contractions, reduction of /h/, contractions of will, stress of particles in phrasal verbs, vowel reductions of /ð/, used to, reduction of to in infinitive phrases, emphatic stress, stress in as...as phrases, and question intonation patterns
2. Oral interaction
 1. offering to introduce someone, apologizing for and explaining lateness, leaving and taking phone messages, expressing concern, asking for something one can't find, discussing lifestyle, and expressing opinions
3. Oral presentation
 1. guided preparation
 2. 1 – 3 minute delivery

Note: Reedley College ESL 264LS high beginning level correlates with California Pathways novice-high proficiency descriptor. (© 2000 by California Community Colleges Chancellor's Office, www.catesol.org/pathways.pdf.)

Lab Content:

Lab Content:

- I. Practice and application of lecture content
- II. Skills needed for computer assisted language learning (CALL)

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

- I. Sample Text Title:
 - or
 - 1. Recommended - Milner, M., Johansen, K.L., & Chase, R.T. *World English 1*, ed. 1 Heinle Cengage, Boston, 2010, ISBN: 1424063361
 - or
 - 2. Recommended - Mills, R. *North Star 2 Listening & Speaking*, ed. 3 Pearson Longman, White Plains, 2009, ISBN: 0132409887
 - or
 - 3. Recommended - Saslow, S., & Ascher, A. *Top Notch 2*, ed. 1 Pearson Longman, White Plains, 2005, ISBN: 0131840347

II. Other Readings

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Textbooks and materials chosen reflect multicultural and global (international) themes. These reflect the multicultural make-up of the campus, the nation, and the world. Students will become familiar with the U.S. in preparation for their transition to an English-speaking, multicultural society.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing	
Check either 1 or 2 below	
	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.
X	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.
	a) essay exam(s)
	b) term or other paper(s)
	c) laboratory report(s)
	d) written homework
	e) reading reports
	f) other (specify)

Required assignments may include but are not limited to the following:

B. Problem Solving

Computational or non-computational problem-solving demonstrations, including:

X	a) exam(s)		d) laboratory reports
X	b) quizzes		e) field work
X	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:

1. Observations and interviews
2. Case studies
3. Group negotiation and consensus building
4. Role play

C. Skill demonstrations, including:

X	a) class performance(s)	X	c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

1. Interactive oral presentations (individual and group)
2. ESL Computer lab work

D. Objective examinations including:

X	a) multiple choice	X	d) completion
X	b) true/false		e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

20% Oral Presentations 40% Tests 30% Homework/Lab 10% Final Exam A total of 70% is needed to pass.

Attached Files:

[California Pathways-Proficiency Descriptors](#)

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Check the appropriate spaces.

- Eligibility for Math 101 is advisory for the target course.
 Eligibility for English 126 is advisory for the target course.
 Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

ESL 261LS Basic Oral Skills**ESTABLISHING PREREQUISITES OR COREQUISITES**

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

1. ____ The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers:
2. ____ The health or safety of the students in this course requires the prerequisite.
Justification: Indicate how this is so.
3. ____ The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.
4. ____ The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.
Justification: Indicate how this is so.
5. ____ Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.
Justification: Cite the statistical evidence from the research.
6. The prerequisite course is part of a sequence of courses within or across a discipline.
7. ____ Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:

TARGET COURSE ESL 264LS High-Beginning Listening and Speaking
 Number Title

CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course.** In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

COLUMN 1: Concepts, Skills, Kinds of Knowledge	COLUMN 2: Specifically how this is necessary in the target course
<p>(List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.)</p> <p>Name of prerequisite or advisory course:</p> <p><u>ESL 261LS</u></p> <p>Concepts, skills, etc. (List these.)</p> <ol style="list-style-type: none"> 1. Listen to increasingly complex, authentic spoken English materials; 2. Speak with increased clarity about social and professional subjects; and 3. Negotiate meaning in oral communication 	<ol style="list-style-type: none"> 1. Understand statements and questions within the scope of students' knowledge of English vocabulary and grammar (high beginning level); 2. Produce statements and questions within the scope of students' knowledge of English vocabulary and grammar (high beginning level); and 3. Recognize and self correct errors in spoken English given minimal clues from teachers and other students

If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.

Advisory course(s): _____

Content review completed by _____
 Signature(s) Date

Vice President of Instruction's Signature _____
 Date

Please forward this completed form to the Curriculum Committee.

