



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) ESL 260LS	(2) Low-Beginning Listening and Speaking	(3) 4
Number	Title	Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	3.00	Degree applicable:		
	Total Lab hours:	2.00	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:		
			Major:		
(5) Grading Basis:	Grading Scale Only		(10)CSU Baccalaureate:		
	Pass/No Pass option				
	Pass/No Pass only	X	(11)Repeatable: (A course may be repeated three times)		
(6) Advisories:	No defined advisories.		0		
(7) Pre-requisites(requires C grade or better):					
Corequisites:					

(12) Catalog Description:
 ESL 260LS is a listening and speaking course designed for speakers of other languages who want to develop oral language skills at the low-beginning level. This course may be taken concurrently with ESL 260. ESL 260LS is an entry-level course in the ESL sequence. Students who successfully complete this course will be prepared for ESL 261LS.

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 low-beginning level.
- II. communicate orally at the low-beginning level.
- III. perform essential 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 low-beginning materials on a 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 used in oral English.
- V. identify and use patterns of intonation and pronunciation.
- VI. prepare and deliver a simple oral presentation on a familiar topic.
- VII. use software applications for language learning.

IV. COURSE OUTLINE:

Lecture Content:

A. Content

1. Social and familiar topics and vocabulary
 - a. names and occupations; relationships; directions and transportation; people; events and times; clothes; home and work; activities;

weather; food; past events; appearance and health; abilities and requests; and past, present, and future plans.

2. Grammatical structures in oral English

a. subject and verb agreement with be, yes/no questions and information questions with be, possessive adjectives and nouns, there is/there are, questions with how old and be, very and so, prepositions of time and place, this/that and these/those, a lot of, the simple present: affirmative statements and yes/no questions, how often, how much, is there any, past tense of the verb be, can and can't, too + adjective, requests with could or can, be how much, is there any, past tense of the verb be, can and can't, too + adjective, requests with could or can, be going to for the future

B. Listening Skills and Strategies

1. Adapted sources

a. conversations, announcements, telephone messages, and advertisements

2. Global and discrete meaning

a. listening for spelling and numbers; identifying occupations; listening for relationships; listening for names of places; listening for times, dates, and years; identifying modes of transportation; identify people described in a conversation

C. Speaking Skills and Strategies

1. Pronunciation and intonation

a. syllables, stress in two-word pairs, rising intonation to confirm, numbers, sentence stress, plural nouns, /θ/ and /ð/, third-person singular verbs in the simple present tense, rising and falling intonation of questions, vowel sounds, simple past tense ending, can and can't, diphthongs

2. Oral interaction

a. talking about what you do; politely beginning conversations; introducing people; spelling names and words; asking and answering questions about first and last names; phone numbers; addresses; and country of origin; giving and getting directions; talking about time; inviting someone to an event; giving and accepting compliments; comparing opinions; talking about where you live, work, or study; describing your home; confirming information; announcing and responding to good and bad news

3. Oral presentation

a. controlled preparation

b. 1 – 2 minute delivery

Note: Reedley College ESL 260LS low-beginning level correlates with California Pathways novice-low proficiency descriptor. (© 2000 by California Community Colleges Chancellor's Office, www.catesol.org/pathways.pdf.)

Lab Content:

A. Practice and application of lecture content

B. 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:

1. Recommended - Johannsen, K. and Milner, M. *World English Intro*, ed. 1 Heinle Cengage, Boston, 2010, ISBN: 1424034760
or
2. Recommended - Carver, T.K., Fotinos-Riggs, S.D., and Lynn S. *A Conversation Book 1: English in Everyday Life*, ed. 4 Pearson Longman, White Plains, 2006, ISBN: 0131986740
or
3. Recommended - Saslow, J.M. *Top Notch Fundamentals with Super CD-ROM*, ed. 1 Pearson Longman, White Plains, 2006, ISBN: 0131997300

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)
X	b) quizzes
X	c) homework problems
	d) laboratory reports
	e) field work
	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)
	b) field work
X	c) performance exams(s)
	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	b) true/false
X	c) matching items
X	d) completion
	e) other (specify):

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 <u>three</u> 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.

CONTENT REVIEW

REQUISITES

No requisites

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: