

COURSE OUTLINE OF RECORD



Palo Verde College

**One College Drive, Blythe, CA 92225
(760) 921-5500**

Course Control Number: 000393549

Course Outline Approval Dates		
	Curriculum Committee	Board of Trustees
Face-to-Face	5/29/13	6/25/13
Correspondence Ed.	NA	NA
Distance Ed.	NA	NA

Course Information. Course Initiator: Maria Elena Gamez

Subject Area and Course Number: ABE 081		Course Title: ESL Entry Level II			
New Course <input type="checkbox"/> Revised <input checked="" type="checkbox"/> Updated <input type="checkbox"/>		Static ID C08199	TOP Code 4930.87	Credit Status Request N=Noncredit	
Classification Code L=Non-Enhanced Funding		SAM Code E=Non-occupational		Course prior to college level F=Six levels below	
Noncredit category A=ESL		Meets a unique need: Yes <input type="checkbox"/> No <input type="checkbox"/>	Course duplicated: Yes <input type="checkbox"/> No <input type="checkbox"/>	Demand/Enrollment Potential: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Transfer request C=Non-transferable		Articulation request: UC <input type="checkbox"/> CSU <input type="checkbox"/> CSU-GE <input type="checkbox"/> IGETC <input type="checkbox"/>			
Basic Skills B=Basic Skills Not Precollegiate		Funding Agency Y=Not Applicable		Course Program Status 2=Stand-alone	
Co-Op Status N=Not Part of a Co-Op Program		Special Class Status N=Course is Not a Special Class			

JUSTIFICATION FOR NEED:

(Briefly describe the primary method used to determine the need for this course. For example, Labor Market Projections from Employment Development Department, employer survey, community or student interest survey, state licensing requirements or mandated certification. A maximum of 4000 characters is allowed.)

ESL Entry Level II is a community service for speakers of other languages to help them in the transition to regular college level English courses and to help them adapt more quickly to college life in the United States.

CATALOG DESCRIPTION:

ABE 081 is one of two entry-level English as a Second Language courses designed for students at the beginning level of English. This course provides instruction in vocabulary, basic sentence structure, and simple reading and writing. Students write short paragraphs with correct punctuation and spelling. The course stresses the correct use of a variety of grammatical structures and verb tenses.

SEMESTER UNITS: 0

Course Length: Lecture: 54 **Laboratory:** **Clinic/Field:**

PRE-REQUISITES, CO-REQUISITES AND ADVISORIES:

If the course has pre-requisites, co-requisites or advisories, list them here and attach a completed Pre-requisite Justification form.

None

COURSE OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Demonstrate comprehension of simple words in context of everyday situations.
2. Demonstrate comprehension of basic commands through physical action.
3. Demonstrate understanding of simple face-to-face conversations using previously learned material.
4. Respond appropriately to short emergency warnings (“Stop,” “Get back,” “Slow down”).
5. Make statements related to basic needs using previously learned words and phrases.
6. Ask simple questions.
7. Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence).
8. Recognize basic sight words.
9. Print letters of the alphabet legibly.
10. Fill out simple forms which require biographical/personal information.
11. Write simple sentences based on previously learned vocabulary and structures.
12. Use various sentence types.

STUDENT LEARNING OUTCOMES:

Demonstrate understanding of cultural aspects of language (gestures, eye contact, body language) and cross-cultural communication (awareness of differences, respect, tolerance) through effective and appropriate interaction.

Demonstrate the appropriate use of various verb tenses.

COURSE OUTLINE AND SCOPE:

1. Outline of topics or content:

Grammar

1. Basic sentence structure-word order
 - a. Affirmative
 - b. Negative
 - c. Interrogative
 - d. Imperative
2. Sentence elements
 - a. Verb tenses and modes
 - 1) Simple present
 - 2) Present progressive
 - 3) Simple past (including irregular verbs)
 - 4) Simple future “will” as well as “be going to”
 - b. Prepositions
 - 1) of time
 - 2) of place
 - 3) “to” and “for” with indirect objects
 - c. Quantifiers: much, many, a lot of, a few, a little, some
 - d. Articles
 - e. Conjunctions: so, and, or, and but
 - f. Direct and indirect objects
 - g. Intensifiers: too, very
 - h. Complementation: “that” clause
 - i. Subordination
 - 1) When
 - 2) While
 - 3) Before
 - 4) After
 - 5) If
 - j. Modals: can, might, may, will, must

Vocabulary and Reading

Mechanics of Writing

1. Punctuation

2. Spelling
Paragraph Writing, Editing and Rewriting

2. If a course contains laboratory or clinic/field hours, list examples of activities or topics:

N/A

3. Examples of reading assignments:

Newspaper/magazine articles
Short stories
Beginning level reading books

4. Examples of writing assignments:

Short paragraphs.
Complete forms that required biographical/personal information.
Use vocabulary previously learned to write complete sentences.

5. Appropriate assignments to be completed outside of class:

Homework assignments assigned by the instructor.
Practice speaking the target language with others outside of class.
watch and listen actively to media in the target language.

6. Appropriate assignments that demonstrate critical thinking:

Convey ideas in writing.
Make goals.

7. Other assignments (if applicable):

8. Face-to-Face Course Sections:

Face-to-face education is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

a. Describe the methods of instruction.

1. Lecture and discussion.
2. Pre-writing activities.
3. Examples, modeling of correct forms, and demonstration of correct usage.
4. Multi-media materials as elicitation for grammar and writing.
5. Pair and group work.

b. Describe the methods of evaluating of student performance.

Individual oral evaluation
Class participation
Attendance
Monthly assessments

c. Describe how the confidentiality of the student's work and grades will be maintained.

[Suggested response] Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

d. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

N/A

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

9. Correspondence Education Course Sections (correspondence, hybrid correspondence)

Correspondence education is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to

students who are separated from the instructor by distance. Contact between instructor and student is asynchronous. **Hybrid correspondence education** is the combination of correspondence and face-to-face interaction between instructor and student.

a. Describe the methods of instruction.

b. Describe the methods of evaluating student performance.

c. Describe how regular, effective contact between the instructor and a student is maintained.

(Note: Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.)

d. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

[Suggested response]: Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

e. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

(The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.)

f. Describe how the confidentiality of the student's work and grades will be maintained.

[Suggested response] Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

g. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

h. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

10. Distance Education Course Sections (online, ITV, hybrid)

Online education is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues. **Interactive television (ITV)** is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit). **Hybrid** instruction is a combination of face-to-face instruction and online instruction.

a. Describe the methods of instruction.

b. Describe the methods of evaluating student performance.

c. Describe how regular, effective contact between the instructor and a student is maintained.

(Note: Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.)

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

d. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

[Suggested response]: Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's

discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

e. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

(The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.)

f. Describe how the confidentiality of the student's work and grades will be maintained.

[Suggested response] Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

g. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

h. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Jack C. Richards, Jonathan Hull and Susan Proctor. Interchange 3rd Edition Level 1. 2006

SIGNATURES:

COURSE INITIATOR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____