



**COURSE OUTLINE : ESL 1**

**N Non-Credit**

**COURSE ID 000141**

**Date Approved : 7/21/2020**

**OFFICIAL**

**COURSE DISCIPLINE :** ESL

**COURSE NUMBER :** 1

**COURSE TITLE (FULL) :** ENGLISH AS A SECOND LANGUAGE LITERACY

**COURSE TITLE (SHORT) :** LEVEL 0 (LITERACY)

**CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :**

**CATALOG DESCRIPTION**

ESL 1 is designed for students who need to acquire fundamental literacy and communicative skills in English to successfully participate in everyday situations. Instruction emphasizes recognizing, printing, and using the alphabet; learning sound/letter relationships to read, write and spell; developing basic vocabulary; recognizing, writing, and using the numbers 1-100; and acquiring the language structures and communicative skills necessary in basic life skills competencies. Instruction integrates listening, speaking, reading, and writing skills. Lecture 224 hours.

**CATALOG NOTES**

Total Lecture Units:0.00

Total Laboratory Units: 0.00

**Total Course Units: 0.00**

Total Lecture Hours:224.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 224.00**

**Recommended Preparation:**

**PRECONDITIONS FOR ENROLLMENT**

And/Or	Course	Type	Req. Is Being
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**ENTRY STANDARDS**



	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1				Demonstrate phonemic and phonics awareness in English or a foreign language;	Yes
2				identify and use words and numbers to verbally communicate basic needs in English or in a foreign language;	Yes
3				read simple words or signs in English;	Yes
4				write basic personal information on standardized forms;	Yes
5				follow instructions and commands given by the instructor.	Yes

**EXIT STANDARDS**

- 1 Identify, print, alphabetize, and use uppercase and lowercase letters;
- 2 identify, write, and use numbers 1-100;
- 3 follow instructions and commands given by the teacher or text;
- 4 demonstrate phonemic and phonics awareness (initial and final consonants and short and long vowels);
- 5 use beginning decoding skills, and read a limited number of sight words as encountered in life skill exercises;
- 6 initiate and respond to greetings and leave-takings, make introductions and show gratitude;
- 7 ask for and give personal information in conversation and on forms;
- 8 use a calendar, talk about time and describe daily routines;
- 9 identify coins and bills, ask about prices, write a check, recognize identification and bank cards;
- 10 ask for and give information about school;
- 11 identify common foods, talk about the three basic meals, and dramatize how to order a meal in a restaurant;
- 12 identify parts of the body, talk about health, make appointments, write absence notes, and make emergency phone calls;
- 13 express feelings and relate likes and dislikes;
- 14 identify common occupations, fill out forms related to work and job applications, and write signatures;
- 15 identify signs with one word or symbol, such as restroom signs;
- 16 read and comprehend simple sentences containing course vocabulary;
- 17 compose simple sentences using correct punctuation, capitalization, and word order;
- 18 choose correct grammatical forms and demonstrate usage in written and conversational forms;
- 19 complete a test in scantron form.

**STUDENT LEARNING OUTCOMES**



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- 1 Respond with appropriate vocabulary to oral questions using Level 0 knowledge.
- 2 Compose responses to written prompts using Level 0 grammar structures, vocabulary, and conventions.
- 3 Apply Level 0 knowledge to select appropriate responses in a grammar and reading comprehension exam.

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	<b>Description</b>	<b>Lecture</b>	<b>Lab</b>	<b>Total Hours</b>
1	Grammar (28 - 40 hours) <ul style="list-style-type: none"> <li>• Sentence structure - word order</li> <li>• Simple declarative statements</li> <li>• Yes/no questions and short answers</li> <li>• Information questions with what, where, when, who, what time, how much, and how many</li> <li>• Imperatives</li> <li>• Sentence elements</li> <li>• Nouns: common, proper, plural, and possessive</li> <li>• Subject pronouns</li> <li>• Verb tenses and modes</li> <li>• Simple present</li> <li>• Imperatives</li> <li>• Auxiliary: do/does</li> <li>• Existentials: there is/there are</li> <li>• Present continuous</li> <li>• Articles</li> <li>• Demonstratives: this, that, these, those</li> <li>• Prepositions: in, on, at, to, from</li> <li>• Personal pronouns</li> <li>• Possessive adjectives</li> <li>• Contractions</li> </ul>	0	40	40
2	Listening (32 - 44 hours) <ul style="list-style-type: none"> <li>• Recognition</li> <li>• Sound discrimination of minimal pairs</li> <li>• Syllabication and word stress</li> <li>• Reductions, blends, and sentence stress</li> <li>• Comprehension</li> <li>• Classroom vocabulary: instructions and requests</li> <li>• Simple questions and answers</li> <li>• Text material and related dialogues</li> <li>• Controlled and free conversation</li> </ul>	0	44	44



3	<p>Speaking (32 - 44 hours)</p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Correct use of vocal organs in sound production</li> <li>• Grapheme/phoneme (letter/sound) correspondences</li> <li>• Reductions and blending</li> <li>• Word and sentence stress</li> <li>• Intonation patterns</li> <li>• Repetition of words and phrases for clarification and to improve pronunciation</li> <li>• Oral reading of words, text, and supplemental material</li> <li>• Oral exercises reinforcing grammar and vocabulary</li> <li>• Oral communication</li> <li>• Dialogue recitation</li> <li>• Asking simple questions</li> <li>• Answering simple questions with yes/no, one word, or short- phrase responses</li> <li>• Controlled and free conversation</li> </ul>	0	44	44
4	<p>Reading (28 - 40 hours)</p> <ul style="list-style-type: none"> <li>• Phonemic awareness and phonics knowledge</li> <li>• Sound-letter correspondence</li> <li>• identification and manipulation of phonemes or sounds</li> <li>• correlation between sounds and letters of the English</li> <li>• Beginning decoding skills</li> <li>• Recognition and production of consonant sounds</li> <li>• Recognition and production of long and short vowels</li> <li>• Sight word recognition</li> <li>• Oral reading: pronunciation, intonation, and stress</li> <li>• Vocabulary building</li> <li>• Comprehension of words, phrases and simple sentences</li> </ul>	0	40	40



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5	<p>Writing (24 - 34 hours)</p> <ul style="list-style-type: none"> <li>• Alphabetic knowledge</li> <li>• Tracing and copying uppercase and lowercase letters</li> <li>• Independent printing of uppercase and lowercase letters</li> <li>• Automatic letter formation</li> <li>• Cursive writing introduction</li> <li>• Mechanics of writing</li> <li>• Orientation of paper, direction of writing, and writing on a line</li> <li>• Capitalization in sentences and proper names</li> <li>• Punctuation: periods, question marks, exclamation points, commas, apostrophes</li> <li>• Copying familiar words, phrases and high-frequency expressions previously produced orally</li> <li>• Simple sentence writing: affirmative, interrogative, and imperative</li> <li>• Spelling</li> <li>• Forms</li> <li>• Writing checks</li> <li>• Addressing envelopes</li> <li>• Filling in personal information on general forms</li> <li>• Filling out job applications</li> <li>• Writing signatures</li> </ul>	0	34	34
6	<p>Life Skills Emphasis Areas (16 - 22 hours)</p> <ul style="list-style-type: none"> <li>• Names and personal information</li> <li>• Time and the calendar</li> <li>• Money</li> <li>• School</li> <li>• Family</li> <li>• Food</li> <li>• Health</li> <li>• Work</li> <li>• Numbers</li> </ul>	0	22	22
				<b>224</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 fill-in-the-blank written exercises (e.g. I \_\_\_ hungry. (am) ;
- 2 vocabulary matching exercises (e.g. match the word to its definition);
- 3 create simple sentences;
- 4 respond to speaking prompts to practice conversational fluency (e.g. Tell me about yourself).

**METHODS OF EVALUATION**



- 1 participate in conversations with the teacher to assess listening comprehension and speaking ability;
- 2 complete quizzes and unit tests;
- 3 involvement in group projects;
- 4 present works-in-progress (i.e. evaluation of a project at a particular stage of production);
- 5 complete an exit examination.

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Ventures Basic Student's Book and Workbook	Required	New York: Cambridge	3		Bitterlin, Gretchen, et al.	978-1108449533	2018
Future Intro Student Book and Workbook	Required	White Plains: Pearson			Nishio, Yvonne Wong	978-0134537948	2019