**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 12/02/2021

GCCCD Governing Board Approval: 03/16/2021

# **ENGLISH AS A SECOND LANGUAGE 088 - LITERACY AND COMMUNICATION**

1. **Course Number** **Course Title** **Semester Units**

ESL 088 Literacy and Communication 6

**Semester Hours**:

6 lecture hours 96-108 hours 192-216 outside-of-class hours 288-324 total hours

2. **Course Prerequisites**

A “Pass” grade in ESL 078 (credit or non-credit) and 078R (credit or non-credit), or advisory placement in ESL 088 or equivalent.

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

This is an English language development course for non-native speakers of English at the beginning level. Students learn basic reading, writing, and grammar skills through the exploration of genre-based thematic units. Students will become aware of audience and purpose and will develop an understanding of college culture necessary for academic success. Students will also grow in their cultural competence as they examine texts and media and interact with peers and instructors in a multicultural classroom setting. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

4. **Course Objectives**

The student will:

1. Interpret and analyze theme-based content presented in beginning-level text and media sources by employing reading and listening skills.
2. Demonstrate comprehension of information presented in text and media sources by answering comprehension questions and contributing to guided group and whole-class discussions.
3. Analyze reading and listening texts presented in thematic units to discover the concepts of genre, audience, and purpose, and to recognize writing conventions and grammatical structures commonly used in each specific genre.
4. Relate content presented in thematic units to their own experiences in order to clearly express ideas in writing assignments that integrate students’ acquired knowledge of genre, audience, and purpose along with correct use of grammar, sentence structure, mechanics, and vocabulary.
5. Learn about diverse cultural perspectives as they interact with texts, peers, and instructors.

5. **Instructional Facilities**

Standard classroom with moveable student desks.

6. **Special Materials Required of Student**

None

7. **Course Content**

1. Effective Listening and Reading Comprehension Strategies.

1. Beginning-level fiction and nonfiction reading and listening/visual texts.

2. Reading and listening strategies such as:

1. Activation of background knowledge by previewing texts.
2. Annotating of reading and listening texts.
3. Note-taking skills practice while listening to live or recorded speech and lectures.
4. Answering comprehension questions and engaging in class discussion to demonstrate comprehension of texts.
5. Identification of main ideas as well as specific information.
6. Recognizing and interpreting cultural references in text and media.
7. Retelling of main points and important details after listening and reading.
8. Discussion of themes presented in reading and listening texts.
9. Evaluation and application of learned topic knowledge to daily life.
10. Connection of learned topics to writing assignments.
11. Vocabulary Development
12. Introduction of vocabulary based on theme content and genre analysis.
13. Strategies for inferring meaning of new words from rich context.
14. Strategies for meaningfully and purposefully using new words in writing and speaking.
15. Writing and Grammar Development
16. Analysis of mentor texts for writing and language conventions appropriate to the genre and themes discussed.
17. Level-appropriate capitalization, punctuation, and grammatical rules for the genres used.
18. Application of the writing process to produce original expository, narrative, and procedural discourse using various genre on different themes.
19. Production of six writing samples (totaling 1,000 words of revised discourse), including multiple-draft texts, and an in-class midterm and final writing exam. Examples of writing assignment include lists, paragraphs, emails, short reviews, and short summaries.

8. **Method of Instruction**

a. Lecture

b. Discussion

c. In-class guided practice

d. In-class writing, reading, listening, and speaking

e. Collaborative learning (e.g. small group work, pair work, peer review, and team-based learning)  
f. Student-teacher conferencing

9. **Methods of Evaluating Student Performance**

a. Homework assignments to include grammar exercises, original compositions, reading exercises, listening exercises, reports, and journals.

b. Quizzes and unit tests on reading, writing, listening, and speaking skills learned through thematic modules.

c. Written and spoken assessments and final exam on selected themes and genres such as recipes, dialogues, lists, paragraphs, emails, short reviews, and short summaries.

d. A final culminating project, such as a portfolio, presentation, or other project based on one of the themes covered in class.

e. Assignments completed in class or computer lab

10. **Outside Class Assignments**

a. Speaking and writing assignments in different genres based on course themes (e.g. short dialogues, presentations, emails, paragraphs, journals).

b. Listening and reading comprehension exercises based on course themes (e.g. comprehension questions, short summaries, annotating).

c. Note-taking exercises for audio/visual sources.

d. Contextualized grammar and sentence structure exercises, written and online, based on selected themes and genres.

e. Online assignments: Voice of America, Newsela, Spotlight English, Randall’s ESL Cyber-Listening Lab.

11. **Representative Texts**

1. Representative texts:
2. Instructor-created thematic modules.
3. Johannsen, Kristin L. and Rebecca Tarver Chase. *World English 2, Second Edition.* National Geographic-Cengage. 2015.
4. Heinle. *The Heinle Picture Dictionary.* Boston, MA: National Geographic Learning 2nd Edition. 2014.
5. Smith, Bernard. *Water for Life*. Penguin Readers. Edinburg Gate, England: Pearson Education Ltd. 2008.

b. Supplementary texts and workbooks (suggested options):

1. London, Jack. *Call of the Wild.* Penguin Readers. Simplified by Tania Iveson. Edinburg Gate, England: Pearson Education Limited. 2007.
2. Twain, Mark. *The Adventures of Huckleberry Finn*. Penguin Readers. Simplified by John Votaw. Edinburg Gate, England: Pearson Education Limited. 2008.
3. Montgomery, LM. *Anne of Green Gables.* Penguin Readers. Simplified by Anne Collins. Edinburg Gate, England: Pearson Education Limited. 2007.
4. Smith, Bernard. *Water for Life*. Penguin Readers. Edinburg Gate, England: Pearson Education Ltd. 2008.

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

1. Demonstrate communicative competence when writing.
2. Demonstrate communicative competence when reading.
3. Demonstrate communicative competence when speaking.
4. Demonstrate communicative competence when listening.