

# ESLN 309A: ESL - FOUNDATIONS

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**Originator**

ecruzsantoyo

**Co-Contributor(s)****Name(s)**

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**Justification / Rationale**

Addition of 100% online teaching modality.

**Effective Term**

Fall 2022

**Credit Status**

Noncredit

**Subject**

ESLN - ESL Noncredit

**Course Number**

309A

**Full Course Title**

ESL - Foundations

**Short Title**

ESL - FOUNDATIONS

**Discipline****Disciplines List**

English as a Second Language (ESL): Noncredit

**Modality**

Face-to-Face

100% Online

Hybrid

**Catalog Description**

This foundation-level comprehensive English as a Second Language course emphasizes the development of the very basic English literacy skills. This course is for ESLN students who require basic skills development in reading, writing, speaking, and listening.

**Schedule Description**

Foundation course for ESL students who require basic skills development in reading, writing, speaking, and listening.

**Non-credit Hours**

576

**Lecture Units**

0

**Lab Units**

0

**In-class Hours**

192

**Out-of-class Hours**

384

**Total Course Units**

0

**Total Semester Hours**

576

**Override Description**

noncredit course

**Required Text and Other Instructional Materials****Resource Type**

Book

**Open Educational Resource**

No

**Formatting Style**

APA

**Author**

Lynn, S., Magy, R., Salas-Isnardi, F.

**Title**

Future Intro

**Edition**

2nd

**City**

Hoboken, NJ

**Publisher**

Pearson

**Year**

2019

**College Level**

No

**ISBN #**

978-0-13-527830-7

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**Resource Type**

Book

**Open Educational Resource**

No

**Formatting Style**

APA

**Author**

Azar, B. S., Hagen, S. A.

**Title**

Basic English Grammar (Student Book A)

**Edition**

4th Edition

**City**

Hoboken

**Publisher**

Pearson

**Year**

2014

**College Level**

No

**ISBN #**

9780134660165

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**Resource Type**

Book

**Formatting Style**

APA

**Author**

Heyer, S.

**Title**

All New Very Easy True Stories: A Picture Based First Reader

**City**

White Plan, NY

**Publisher**

Pearson

**Year**

2006

**College Level**

No

**ISBN #**

978-0131345560

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**Resource Type**

Book (Recommended)

**Author**

Adelson-Goldstein, J., Shapiro, N.

**Title**

Oxford Picture Dictionary

**Edition**

3rd

**Publisher**

Oxford University Press

**Year**

2016

**For Text greater than five years old, list rationale:**

Basic English Grammar is six years old (year, 2014) and All New Very Easy True Stories is fourteen years old (year 2006). The content matter of these textbooks remains relevant and aligns with the course curriculum. When new editions of these two textbooks are published, they will be adopted.

**Class Size Maximum**

30

**Course Content**

1. Alphabet (printing & cursive) & numbers
2. The calendar and time
3. Personal & family information in oral and written form
4. Basic nonverbal social customs
5. Forms of address (Mr., Mrs., Miss)
6. Classroom instruction
7. Additional topics, such as money, shopping, food, clothing, health, everyday activities
8. Pronunciation, phonics (long/short vowels)
9. Basic grammar concepts: singular/plural nouns, verb "be", adjectives, prepositions, pronouns, possessive adjectives, etc.

**Course Objectives**

	<b>Objectives</b>
Objective 1	Listening:
Objective 2	Recognize and distinguish between various sounds of English (ie: vowels, consonants, minimal pairs).
Objective 3	Identify simple words and phrases used in basic communication and common contexts.
Objective 4	Distinguish simple statements of information and questions used in everyday contexts.
Objective 5	Reproduce simple conversations or instructions using common, beginning-level vocabulary and grammar.
Objective 6	Reading:
Objective 7	Identify the letters of the English alphabet, and distinguish uppercase from lowercase letters.
Objective 8	Apply phonemic awareness in order to read beginning-level words and texts with accuracy.
Objective 9	Read and interpret high-frequency words, phrases, and abbreviations encountered in common, everyday contexts (i.e. signs, ads, labels, lists, charts, and forms).
Objective 10	Indicate comprehension of simple, beginning-level texts, written instructions, and forms.
Objective 11	Writing:
Objective 12	Write legibly, with capital and lowercase letters clearly distinguishable, and with appropriate spacing between letters and words.
Objective 13	Compose simple sentences with correct punctuation and capitalization.
Objective 14	Fill out forms using personal information.
Objective 15	Use learned words to write simple, grammatically correct sentences and yes/no questions while using visual aids.
Objective 16	Sign own name using cursive script.
Objective 17	Speaking:
Objective 18	Use correct pronunciation of vowel and consonant sounds, syllables, and learned words.
Objective 19	Give simple commands and instructions.
Objective 20	Formulate simple statements and yes/no questions using learned vocabulary.
Objective 21	Respond appropriately to simple statements and yes/no questions.
Objective 22	Core Skills:
Objective 23	Apply learned knowledge and skills to new and varied situations.
Objective 24	Work well with others and in teams.

**Student Learning Outcomes**

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Write simple sentences and yes/no questions with correct punctuation and capitalization with the help of visual aids.
Outcome 2	Respond to simple statements and yes/no questions using learned phrases and vocabulary.
Outcome 3	Demonstrate listening comprehension of simple statements, yes/no questions, and short conversations that use learned vocabulary and grammar structures.

**Methods of Instruction**

Method	Please provide a description or examples of how each instructional method will be used in this course.
Demonstration, Repetition/Practice	Instructors will model correct pronunciation and use of new vocabulary. Students will repeat aloud new vocabulary words and use new phrases in presentations, conversations, and role playing. Instructors will also demonstrate the correct use of grammar structures.
Lecture	Instructors will lecture on grammar, reading, writing, speaking, listening, and critical thinking strategies, as well as present new vocabulary and phrases in various content areas.
Discussion	Instructors will give a variety of prompts and questions for students to answer in pairs, small groups, and with the whole class for collaborative exchanges of ideas to practice pronunciation, vocabulary, and speaking strategies.
Participation	Instructors will give students prompts to participate in groups, class discussions, activities, and assignments.
Role Playing	Instructors will give students prompts to create dialogues for simulated real-life situations.

**Methods of Evaluation**

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Group activity participation/observation	Students will participate actively and appropriately in class discussions, exercises, and projects. Students will read short stories in pairs or in groups, discuss lectures with classmates, and take notes in preparation of group and class discussions.	In and Out of Class
Student participation/contribution	Students will participate actively and appropriately in group and class discussions, activities, projects, and assignments.	In and Out of Class
Mid-term and final evaluations	Students will complete midterm and/or final assessments on course concepts. These assessments will evaluate reading, writing, speaking, and listening skills, as well as grammar.	In and Out of Class
Tests/Quizzes/Examinations	Students will be asked to utilize English language skills in role playing, group and class discussions, presentation, and written quizzes, tests, and assignments. In the hybrid and online teaching modalities, students will take online tests.	In and Out of Class
Presentations/student demonstration observations	Students will reproduce learned vocabulary and grammar structures by presenting their work to the class or their partner/group members.	In and Out of Class
Other	Out-of-class hours will be accounted for electronically through the learning management system.	Out of Class Only

**Assignments**
**Other In-class Assignments**

- A. Complete classroom work and/or assignments each week.
- B. Utilize listening, speaking, reading, and writing skills in class and in assignments.

- C. Complete exercises to build vocabulary, learn grammar concepts, and improve listening, reading, writing, and speaking skills.
- D. Complete quizzes and exams.

#### **Other Out-of-class Assignments**

- A. Study and practice the English alphabet (lower case & capital letters).
- B. Study and practice various styles of forming letters (printing & cursive).
- C. Study and practice ordinal and cardinal numbers in English.
- D. Practice pronunciation of English words, phrases and sentences.
- E. Study and practice phonics (long and short vowel sounds).
- F. Review and study classroom instruction phrases and commands taught in class.
- G. Study and practice English calendar vocabulary for use in and outside the classroom.
- H. Study and practice how to tell time in English.
- I. Study and practice vocabulary and phrases for use in and out of the classroom.
- J. Study and practice how to express personal & family information in both written and oral form.
- K. Study English forms of address (Mr., Mrs., Ms., Dr.) and practice using them in various context in both written and oral form.
- L. Practice filling out various types of forms and applications.
- M. Study and learn various singular and plural nouns in English.
- N. Study English adjectives and practice using them in various contexts in English.
- O. Study and practice how to use prepositions in both oral and written form.
- P. Study and practice how to use pronouns in both oral and written form.
- Q. Study and practice how to use possessive adjectives in both oral and written form.
- R. Study and practice how to use the verb 'be'.
- S. Study and practice the basic concepts of the simple present tense and the present progressive.
- T. Study and practice questions and statements so that these grammatical structures can be used by students in various contexts.
- U. Study and practice basic nonverbal social customs, such as shaking hands, making eye contact, etc.
- V. Study for written and/or oral exams in all of the above areas.

#### **Grade Methods**

Pass/No Pass Only

#### **Distance Education Checklist**

**Include the percentage of online and on-campus instruction you anticipate.**

#### **Instructional Materials and Resources**

**If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?**

Pearson MyEnglishLab (the data is password protected).

**If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.**

MyEnglishLab provides additional practice opportunities for the students.

#### **Effective Student/Faculty Contact**

**Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?**

##### **Within Course Management System:**

- Chat room/instant messaging
- Discussion forums with substantive instructor participation
- Online quizzes and examinations
- Private messages
- Regular virtual office hours
- Timely feedback and return of student work as specified in the syllabus
- Video or audio feedback
- Weekly announcements

**External to Course Management System:**

Direct e-mail  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Synchronous audio/video  
Telephone contact/voicemail

**For hybrid courses:**

Scheduled Face-to-Face group or individual meetings

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

Students will regularly and frequently complete assignments in discussion forums and/or groups, and they will regularly and frequently submit formal writing assignments, so they will receive regular and frequent feedback from the instructor on these assignments.

**Other Information****Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.**

Many of the ESLN students work full-time, and it has been difficult if not impossible for them to attend a comprehensive class 3-hour/day 4 days/week. A hybrid or 100% online class would enable those students to take this language course. This would be a good way to meet the needs of ESLN students without compromising the quality of the course.

**MIS Course Data****CIP Code**

32.0108 - Developmental/Remedial English.

**TOP Code**

493087 - English as a Second Language – Intergrated

**SAM Code**

E - Non-Occupational

**Basic Skills Status**

Basic Skills

**Prior College Level**

Seven levels below transfer

**Cooperative Work Experience**

Not a Coop Course

**Course Classification Status**

Other Non-credit Enhanced Funding

**Approved Special Class**

Not special class

**Noncredit Category**

English as a Second Language

**Funding Agency Category**

Not Applicable

**Program Status**

Program Applicable

**Transfer Status**

Not transferable

**General Education Status**

Y = Not applicable

**Support Course Status**

N = Course is not a support course

**Allow Audit**

No

**Repeatability**

Yes

**Repeatability Limit**

NC

**Repeat Type**

Noncredit

**Justification**

Noncredit courses are not subject to repeatability limits.

**Materials Fee**

No

**Additional Fees?**

No

**Approvals****Curriculum Committee Approval Date**

11/18/2021

**Academic Senate Approval Date**

12/09/2021

**Board of Trustees Approval Date**

01/22/2022

**Chancellor's Office Approval Date**

03/01/2013

**Course Control Number**

CCC000282169

**Programs referencing this course**

English Proficiency: Life Work Skills (<http://catalog.collegeofthedesert.eduundefined/?key=186>)