

_____SOUTH SEATTLE COMMUNITY COLLEGE_____

General Education

COURSE OUTLINE

Revision: S. Baldwin, October, 09

DEPARTMENT:	General Studies
CURRICULUM:	English as a Second Language
COURSE TITLE:	ESL – Level 3A
COURSE NUMBER:	ESL 031
TYPE OF COURSE:	Academic Basic Education
COURSE LENGTH:	1 quarter
CREDIT HOURS:	Variable to 15
LECTURE HOURS:	Variable to 165
LAB HOURS:	0
CLASS SIZE:	35
PREREQUISITES:	Appropriate Placement testing or ESL 023

COURSE DESCRIPTION:

ESL Level 3A is an intensive low-advanced English as a second language course utilizing an integrated skills approach. The class is intended for students who are in the process of acquiring communicative competence. They have grasped the English structure but still lack fluency. The content focus is on vocational and academic readiness.

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STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication - Read and listen actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
2. Computation - Use arithmetic and other basic mathematical operations as required by program of study. Apply quantitative skills for personal, academic and career purposes.
3. Human Relations - Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values.
4. Technology - Select and use appropriate technological tools for personal, academic and career tasks.
5. Personal Responsibility - Be motivated and able to continue learning and adapt to change. Value one's own skills, abilities, ideas and art. Take pride in one's work. Manage personal health and safety. Be aware of civic and environmental issues.
6. Information Literacy - Access and evaluate information from a variety of sources and contexts, including technology. Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will:

1. Begin to identify realistic long-term personal, career or academic goals and the means by which to attain them.
2. Work in teams and recognize differences (e.g., values, class, culture, and point of view) and demonstrate ability to resolve conflict.
3. Follow many oral instructions, ask questions to clarify, and participate in conversations in routine work, learning and social situations.
4. Complete forms and write notes, letters and memos using understandable sentence structure, spelling and punctuation.
5. Understand simple math terms, decimals, fractions, percents and basic formulas in everyday conversation.
6. Recognize and accept language skill requirements for job advancement.

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TOPICAL OUTLINE:

- I. Use English-English dictionaries or other reference materials to verify spelling and determine meaning of words, common symbols, graphs and diagrams as well as pronunciation.
- II. Use roots, prefixes and suffixes to expand passive and active vocabulary.
- III. Express oneself orally or in writing to give reasons for personal decisions, give background and employment history, or make complaints or requests
- IV. Understand and respond to oral instructions, idioms, reduced speech, non-verbal clues and use appropriate stress, rhythm and intonation patterns to communicate
- V. Compose writing of one or more paragraphs
- VI. Write letters using formal and informal formats

Total hours are variable

REVISED BY: Sara Baldwin
DATE: October 19, 2009