

College of DuPage

SPRING TERM, 2015

BASIC ADULT CONTINUING EDUCATION

ESL 0953-226

Fenton High School, Bensenville, IL

Monday and Wednesday, 6:30 p.m. – 9:20 p.m. 6 credit/hours

COD Course Description

Continues Beginning ESL communication skills including expanded basic listening, speaking, reading and writing. Continues the study of grammar and structure. Emphasis primarily on aural/oral skills.

Repeatable for credit: Yes

Repeatable up to three times for credit; course does not count toward GPA/graduation and is non-transferable

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Listen and respond to questions and commands in routine conversations related to immediate needs
2. Participate in routine conversations related to immediate needs; give instructions and simple directions to a location; describe personal events
3. Read a variety of forms and short passages on familiar topics showing comprehension
4. Write notes and several simple sentences on familiar topics

INSTRUCTOR INFORMATION

Name: Josh Martin

Contact Phone #

E-Mail: martinj285@cod.edu

If you are going to be absent, please call and leave a message.

Important Dates

First Class: January 26, 2015

Midterm Exam: March 25, 2015

Final Exam: May 4, 2015

Last Class: May 6, 2015

No Class: February 16, March 30, April 1

Student Expectations

Students are expected to follow the COD Standards of Conduct, demonstrating qualities of behavior, morality, integrity, honesty, civility, honor and respect. Students are expected NOT to disrupt the teaching/learning in class. Standards of Conduct can be found on the COD website, www.cod.edu.

Tardy Policy

Attendance and punctuality are important. Class will begin promptly at 6:30p.m. Students will be counted tardy if not in class by 6:50 p.m. On the date of the third tardy, the student is welcome to stay for class, but will be marked absent.

Absence Policy

In accordance with the COD Grant requirements, the attendance policy requires full attendance. Students are allowed 6 total absences for the semester.

Drop Policy

Students who are absent 6 total class meetings will be dropped after the sixth absence. Students are permitted to re-enroll at the start of the next term.

Transfer Policy

Students may transfer to another class within the first 14 days of instruction. You may coordinate this with your current instructor. You need to obtain a *Permission to Transfer* form in order to be admitted into another class if space allows.

Course Textbooks

Ventures 2 Student's Book
Ventures 2 Workbook
Life Skills and Test Prep 1

Supplies needed: Notebook, folder and pen/pencil
Please bring all supplies and texts to each class session.

Expected Student Learning Outcomes

Students should be able to demonstrate mastery of the course objectives with 70% accuracy at least 80% of the time throughout the semester. Student skills will be assessed through informal observation and formally through homework, quizzes, mid-term and final exam(s).

Student Evaluation Criteria

- Student evaluation is based on punctuality, attendance, class participation, and homework, completion of quizzes, tests, and final exam. Students are expected to attend all class sessions.
- Students who do not take the CASAS and all final exams may not be permitted to move onto a higher level.
- Students who do not take the CASAS post-test may not be permitted by current instructor to re-enroll in a grant class for the next semester.

Grading Policy

There are three possible grades for this course. They are the following:

S = Satisfactory work effort according to minimum standards.

F= Unsatisfactory work and effort.

W= Withdrawn: fewer than 7.5 hours of attendance.

COD Records office no longer mail grades to students. Grades can now be obtained by several methods, including access online.

- Go to www.cod.edu, click on "Records"
- Click "View your Grades"
- Enter your social security number or ID number, your PIN, the semester and year.
- Click on "Submit" and then click on "View Grades"

PINs appear on registration letters, but can also be obtained by calling (630) 942-3555 during business hours and pressing "3". To learn other ways of accessing grades, such as by touchtone phone, call (630) 942-2445.

Withdrawal

The final day for a student to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar http://www.cod.edu/registration/pdf/reg_calendar.pdf) through myACCESS <https://myaccess.cod.edu> or in person at the Registration office, Student Services Center (SSC), Room 2221.

Late Withdrawal

After the deadline, students will be required to appeal for late withdrawal and provide appropriate documentation to the Student Registration Services Office for all requests. Students who are granted approval to withdraw by petition will not be eligible for refunds of tuition or fees and will receive a 'W' grade on their transcript. Appeals must be submitted prior to the designated final exam period for 16-week classes and before the last class meeting for all other session classes.

A. Topical Outline:

1. Listening

- a. Alphabetic and phonemic
 - i. Recognize the number of syllables in given words
 - ii. Listen and write in response to dictation (letters, numbers, time, addresses, prices, names, phone numbers, dates)
- b. Cardinal and ordinal numbers
 - i. Identify ordinal number
- c. Time (calendar/daily routines and schedules)
 - i. Respond to questions about time and life events (past and present)
- d. Greetings, introductions and personal information
 - i. Listen and respond to questions about personal information (date of birth, marital status, country of origin, nationality, occupation, languages spoken)
 - ii. Respond to introductions (This is my friend, Maria. Nice to meet you.)
 - iii. Show understanding of greetings and polite expressions
- e. Health and emergencies
 - i. Respond to questions and information about common conditions and diseases, and symptoms and treatments associated with them
 - ii. Respond to emergency, accident and health care questions

- f. Employment
 - i. Listen and respond to questions about occupations, job skills and duties
 - g. Housing and Community Resources
 - i. Listen and respond to descriptions of types of housing and places in the community
 - ii. Listen for information about places and services in a community – face-to-face, on the phone, or in the media (location, hours, admission, costs, prices, transportation schedules)
 - iii. Respond to questions about daily routines, personal and public schedules (ie. school, job, transportation) and activities
 - h. Shopping and Consumer Resources
 - i. Respond to questions about pricing, sales/discount, quality and quantity of consumer items
 - ii. Listen to an everyday conversation (about local news, TV shows, weather) with repetition and slower speech and identify the main idea and some supporting details
 - i. Directions, instructions and clarifications
 - i. Follow simple instructions and directions given in class and familiar situations (taking a test, working with classmates on an activity, driving directions)
 - ii. Respond to requests for clarification and repetition (Repeat. Explain. Spell. Write.)
2. Speaking
- a. Alphabetic and phonemic
 - i. Pronounce (with an acceptable accent) two-letter consonant blends and digraphs
 - ii. Expand pronunciation of long and short vowels
 - iii. Practice pronunciation of simple past tense verbs (-ed)
 - b. Cardinal and ordinal numbers
 - i. Use ordinal numbers (dates, streets, floors, shifts, and class grades)
 - ii. Say cardinal numbers with three or more digits (301, 67,098, 2,344)
 - c. Time (calendar/daily routines and schedules)
 - i. Tell time and respond to questions about time and life events, explain life events in order (past and present)
 - d. Greetings, introductions and personal information
 - i. Ask and answer questions about personal information and spell personal info orally (date of birth, marital status, country of origin, nationality, occupation, languages spoken)
 - ii. Make introductions about self and others; describe people using personal details (clothing, appearance)
 - iii. Greet, show gratitude, and express state of being with expanded vocabulary
 - e. Health and emergencies
 - i. Name parts of the body and describe common medical conditions and diseases, and symptoms and treatments associated with them
 - ii. Report an emergency in-person or make a 911 call with improved accuracy
 - f. Employment
 - i. Name common occupations, duties and share personal work skills/history in simple terms (ie. I fix cars)
 - g. Housing and Community resources
 - i. Ask and answer questions regarding housing, community, transp. services and report problems (ie. my window is broken)

- ii. Ask for information about services in a community (hours, services, location)
- h. Shopping and Consumer Resources
 - i. Ask questions and talk about pricing, sales/discounts, quality and quantity of consumer item
 - i. Directions, instructions and clarifications
 - i. Give simple instructions and directions in familiar situations (simple recipe, using a machine, driving to work, home, or school)
 - ii. Ask for repetition or clarification (Please repeat. What?)
 - iii. Describe needs, wants, likes, dislikes and ask for needs and wants
 - iv. Give advice regarding immediate needs (ie. medical: You should see a doctor)
- 3. Reading
 - a. Alphabetic and phonemic
 - i. Word Analysis: Identify contractions and match to complete word
 - b. Cardinal and ordinal numbers
 - i. Recognize ordinal numbers (first, second, third) and cardinal numbers
 - ii. Read written numbers: (one, two, etc.) times, prices, dates, and sizes (clothing tags, calendars)
 - c. Time (calendar/daily routines and schedules)
 - i. Identify the sequence of events in a simple narrative passage (by arranging sentences in correct order)
 - d. Greetings, introductions and personal information
 - i. Read simple personal information forms (school registration, job application, medical, employment)
 - ii. Read vocabulary words related to peoples' appearance (tall/ short, brown hair/blue eyes) and clothing
 - e. Health and Emergencies
 - i. Read and interpret simple medicine labels
 - f. Employment
 - i. Read a simple want ad including abbreviated forms (F/T, P/T, Exp. Req., \$ per hr.)
 - g. Housing and Community Resources
 - i. Read and compare ads for consumer items/services to determine the best value
 - ii. Read symbols, signs and warning (street, medical, work safety, traffic, %, @, @, &, =, #)
 - iii. Read and interpret simple community signs and brochures (office or store hours, location of services, etc.)
 - h. Shopping and Consumer Resources
 - i. Read ads, price tags, labels and receipts and distinguish prices, quantities, discounts, and savings (incl. abbrev. ie. lbs., tsp., oz., no., l., doz)
 - i. Directions, instructions and clarifications
 - i. Read and follow simple directions and instructions in familiar situations (textbook instructions, simple recipe, driving directions)
 - j. Comprehension Skills
 - i. Use titles and visuals to guess the content of a paragraph
 - ii. Read and interpret short passages on familiar topics and show comprehension by answering questions (multiple choice, short answer)
 - iii. Use simple reading comprehension strategies (scanning, answering questions)
- 4. Writing
 - a. Time (calendar/daily routines and schedules)
 - i. Fill in times and tasks in a schedule or planner (9:00 – meet Maria at library)

- ii. Use graphic organizer detailing life events; write sentences on the topic using a model
- b. Greetings, introductions and personal information
 - i. Write personal information (name, address, phone number, e-mail address, native country, nationality, languages spoken, date of birth, marital status)
 - ii. Fill out personal information forms/applications (registration, change of address, employment, medical)
- c. Health and emergencies
 - i. Write the names of basic medical conditions, symptoms and treatments
 - ii. Write a simple accident report
- d. Employment
 - i. Write words and short phrases about work history and duties
- e. Shopping and Consumer Resources
 - i. Write abbreviations for amounts and measurements related to consumer items (oz., lbs., doz., tsp., pk.)
- f. Directions, instructions and clarifications
 - i. Write simple instructions and directions in familiar situations (driving directions from home/school)
- g. Formal and Informal Language (notes and/or letter writing)
 - i. Write an informal letter/e-mail (invite, thank you, complaint to landlord) using a model w/ greeting and signature and address an envelope
 - ii. Copy notes from the board given by teacher into a notebook (grammar, vocabulary)
- h. Composition
 - i. Organization
 - A. Compose a series of related simple sentences (3-5) based on personal experience/familiar material
 - ii. Spelling
 - A. Accurately spell learned vocabulary words
 - iii. Capitalization and Punctuation
 - A. Use capitalization rules (including first word in sentence, proper names, dates, "I")
 - B. Use punctuation for sentence endings (?,!) and use periods for titles (Mr., Mrs., Ms.)
- 5. Grammar Concepts and Syntax
 - a. Develop Yes/No (affirmative and negative) and Wh- questions
 - b. Develop Subject/Verb sentences – Object/Complement sentences
 - c. Develop Subject/Verb agreement
 - d. Verb Tenses
 - i. Develop simple present
 - ii. Develop present continuous
 - iii. Develop simple past (regular/irregular verbs)
 - iv. Develop future tense
 - e. Parts of Speech
 - i. Classify words within sentences into different grammatical categories (nouns, verbs, adjectives, modals, prepositions, adverbs) and begin to recognize basic syntax (subject, verb, object)
 - ii. Singular and plural nouns
 - iii. Subject pronouns (I, you, he, she, it, we, they)
 - iv. Be + adjective or noun (She is smart. She is a doctor)

- v. Contractions (I'm, she's, I'd, they'd)
- vi. Interjections (imperatives only) Stop! Look! Listen! Watch out!
- vii. Adjectives
 - A. Adjective + noun (tall girl, three children)
 - B. Adjective + comparative/superlative (prettier, better, the most expensive)
- viii. Adverbs
 - A. Adverbs of frequency (always, never, sometimes)
 - B. Adverbs of time and location (on Sunday, at noon, in the box, on the table)
- ix. Conjunctions (and, or, but)
- x. Modals (have to, should, would, could)
- xi. Prepositions of time (in, on, at)

B. Methods of Evaluating Students:

Tests Quizzes Projects, presentations or papers Class participation and discussion Homework Attendance may also be a factor in evaluation.