Allan Hancock College
Course Outline

Discipline Placement: English as a Second Language (ESL): Noncredit

Department: Noncredit Education

Prefix and Number: NESL 7009

Catalog Course Title: Bridge from Noncredit to Credit Course

Banner Course Title: Bridge from Noncredit to Credit Course

Hours

Unit Type: Standard

Total Hours: 0.0

Total Min Semester Contacts Hours for 16 weeks: 84.000

Total Min Semester Contacts Hours for 18 weeks: 102.000

Grading Method
Satisfactory Progress

Requisites

None

Entrance Skills

None

Catalog Description

This course is designed for students with high-intermediate to low-advanced English language skills who want to transition over to credit classes. Emphasis is placed on English fluency in reading, writing, listening, and speaking. Students will practice being credit students by completing homework assignments, taking a midterm and final, communicating with the instructor about their goals, progress, and grades, and participating in on-campus events and services.

Course Content

Lecture

Content will be chosen from the following major themes:

1. Unit 1: The Power of Goals

    a. Evaluate and set SMART goals, gerunds and/or infinitives, write about interests, skills, and career goals, …

2. Unit 2: Getting a Job

    a. Evaluate interview do's and don'ts, present perfect and present perfect continuous, summarize a text, …

3. Unit 3: The Thoughtful Consumer

    a. Comparative adjectives and adverbs, evaluate strategies for making a big purchase, use compare and contrast signal words effectively, …

4. Unit 4: At Peak Performance

    a. Evaluate conversations for effective conflict resolution, express purpose, reason, or contrast, make polite requests, …

5. Unit 5: Affordable Housing

    a. Identify problem and solution relationships, adjective clauses and phrases, use resources to explore housing options, write a problem-solution essay, …

6. Unit 6: When Nature Is in Charge

    a. Describe the effects of natural disasters, real conditionals, present and future unreal conditionals, interpret a graphic organizer, …

7. Unit 7: Protecting the Planet

    a. Discuss climate change, past unreal conditionals, write an argumentative essay, …

8. Unit 8: The Digital Age

    a. Identify the pros and cons of the digital age, simple future and future continuous, simple past, past continuous, and past perfect, evaulate social media for reliability, …

9. Unit 9: Health in the Balance

    a. Identify ways to manage mental health, active and passive voice, differentiate between fact and fiction, …

10. Unit 10: Navigating Healthcare

    a. Interpret medicine information, embedded questions, evaluate advantages and disadvantages, …

11. Unit 11: Citizenship

    a. Describe the process and benefits of becoming a citizen, describe the organization of the U.S. government, use nouns and possessives as adjectives, participial adjectives, ...

12. Unit 12: Rights and Responsibilities

    a. Identify the rights of people accused of crimes, modals, adjective clauses, make inferences, ...

This particular class is designed for students who are preparing to transition into credit classes. Additional course content includes:

- conducting in-class conferences twice a semester with each student

- highlighting campus services and/or inviting guest speakers from said services to visit classroom

- requiring students to meet with a counselor to obtain an SEP

- increasing students' grit and persistence

- discussing Habits of Mind and growth vs. fixed mindsets

- preparing to register for the next semester

- requiring student contact with instructor outside of class via email, phone, or before/after class

- providing assignments that utilize campus services, activities, and events

- testing strategies and study skills

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate an understanding of vocabulary in the appropriate context.
2. interpret and orally respond to conversations.
3. utilize correct grammar and syntax in oral and written contexts.
4. interpret a variety of texts.
5. construct paragraphs with appropriate mechanics.
6. demonstrate an understanding of numeracy as it applies to life, academic, and career skills.
7. create theme-based projects that demonstrate a command of lessons learned.
8. create long and short-term goals.
9. be better prepared to transition to credit courses.

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  May include the following:
  - Demonstration
  - Discussion
  - Lecture
  - Controlled and free writing from a prompt
  - Reading authentic or controlled articles from various texts
  - Dictation
  - Small cooperative learning groups
  - Pronunciation activities
  - Role play
  - Songs
  - Cloze activities
  - Realia

Assignments

- **Sample Assignment(s)**
  May include the following:
  - Interview and report about a partner to the class.
  - Complete group projects based on themed units.
  - Read work documents and interpret information.
  - Practice extending life skills conversations to fit real-life contexts.
  - Demonstrate how to read a map and follow directions.
  - Compose a written response from a reading passage.
  - Complete portfolio requirements of a credit-minded student.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Portfolios**
- **Oral Presentation**
- **Projects**
- **Group Projects**
- **Class Participation**
- **Class Work**
- **Home Work**
- **Class Performance**
- **Writing Requirements**
- **Other**
    1. Exams covering grammar, vocabulary, reading, writing, and listening skills (Used to measure SLOs 1 and 3).
    2. Assigned writing tasks (Used to measure SLO4).
    3. Assigned oral activities (Used to measure SLO2).
    4. Assigned portfolio requirements used to measure if a student is prepared to be a credit-minded student.

Texts and Other Instructional Materials

Adopted Textbooks

1. Drieling, Christine; Edwards, Katherine; Hodge, Hilary; Jones, Tamara; Kelly, Kristine; Olson, Lia; Tesh, Geneva *Future Advanced* Edition: 2nd 2020 Updated with second addition

Supplemental Texts

1. ReadWorks Articles

Instructional Materials
None

Student Learning Outcomes

1. NESL 7009 SLO1 Listening: Interpret majority of face-to-face speech in standard dialect and at a normal rate, although some repetition may be needed.
2. NESL 7009 SLO2 Speaking: Communicate with comprehensible speech with few errors in pronunciation or intonation that inhibit comprehension using targeted grammatical structures and vocabulary at the low-advanced level.
3. NESL 7009 SLO3 Reading: Demonstrate understanding of and appropriate response to authentic communications written for native speakers.
4. NESL 7009 SLO4 Writing: Utilize a writing process approach to write a well-developed essay including introduction, body, and conclusion using targeted grammatical structures and vocabulary at the low-advanced level. Edit writing for grammatical form, word choice, spelling, mechanics, and organization.

Distance Learning

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 6.000

Contact Types

1. Chat room

   N/A

2. Discussion Board

   N/A

3. Email Communication (group and/or individual communications)

   N/A

4. Group Meetings

   N/A

5. Orientation Sessions

   N/A

6. Other (please specify)

   Video conferencing

7. Review Session

   N/A

8. Telephone Contacts

   N/A

9. Testing

   N/A

Adjustments to Assignments

Read the textbook, and study or review assigned pages and related activities in the textbook as usual.

2. Complete assigned textbook exercises using the printed or electronic textbook (e-book or vText).

3. Complete assigned electronic workbook exercises.

4. Complete assigned composition topics to be completed and submitted via the college's LMS.

5. Prepare for assigned oral activities.

Assignments may be completed through the college's LMS and materials available online via the publisher's electronic workbook for the adopted textbook, and/or external websites.

Additional list of possible tools employed to adjust for DL course may include but not limited to:

- District LMS assignments

- Threaded discussion forums

- District Email

- District LMS messaging service

- Announcements in the district LMS

- Feedback of student work through use of Speed Grader or other tools

- Synchronous audio/videoconferencing (Zoom, Cranium Café)

- Interactive mobile technologies

- Chat, text, Twitter

- Telephone

- Virtual offices hours

Adjustments to Evaluation Tools

1. Exams and quizzes will be completed and submitted via the college's LMS.

2. Assigned exercises will be submitted via the college's LMS or any variety of communication tools (i.e. email, fax, text, etc.).

3. Assigned written activities via the college's LMS or sent directly to the instructor via email.

4. Online attendance and participation will be tracked via the college's LMS, video-conferencing tool, and/or electronic workbook/software attendance tracking reports.

5. Other assigned activities (i.e. oral presentations, portfolios, etc.) will be submitted as instructed. Students may need to meet with instructor in person, via video conference call, or recorded video presentations. Activities may be submitted accordingly via the college's LMS or other learning management system such as Blackboard, Canvas, Moodle, MS Teams, Google Classroom, etc.

6. Any final examinations, if required, may be completed and submitted via the college's LMS.

Strategies to Make Course Accessible to Disabled Students

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide "built-in" accommodation (i.e. closed or open captioning, "alt tags") which are accessible to "industry standard" assistive computer technology in common use by persons with disabilities.

All courses must meet the **WCAG 2.0 level AA** standards including but not limited to the items listed below:

1. **Images, graphs, charts or animation**. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*

2. **Multimedia.** Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.

3. **Documents and other learning materials**. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

4. **Timed quizzes/exams.** Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.

5. **Outside webpages and links**

   - Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA

   - Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.*

6. **Applications, software, and outside learning systems.** All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.

7. **Avoid text images.** Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)

8. **Color contrast.** Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.

9. **Text objects**. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.

10. **Disability statement.** The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? Indicate YES or NO. If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.

No.

Inform Students

Information about online services are available to students via the course syllabus, course orientation (in person or via video conferencing), online course orientation (for DL sections), LMS Home page, Student Services module in the LMS (with links provided), as well as via email reminders/announcements to students.

Additional Comments
None