



as a Second Language (ESL), High Beginning

Course Information

Semester & Year: Spring 2022

Course ID & Section #: ESL 201 – E3183

Instructor's name: Deva Richards

Day/Time of required meetings: January 19-May 11, 2022. **Mondays and Wednesdays, 6:00-8:30 p.m.**

Location: **333 6th St., Suite B, Eureka**

Course units: 0. This is a non-credit class.

Instructor Contact Information

Phone number: Adult Education office, (707) 476-4500

Email address: deva-richards@redwoods.edu

Catalog Description

Enrich essential listening skills and survival speaking skills through vocabulary development for high-beginning ESL students. Develop essential reading and writing skills. Learning is placed in the most common and important English language contexts where effective communication is needed.

Course Student Learning Outcomes

1. Students will be able to respond to questions about present situations in spoken English with correct grammar and pronunciation.
2. Students will demonstrate competency in English language skills essential to using important services in the community.
3. Students will be able to read simple texts and write simple phrases about present situations, abilities, intentions and needs with good sentence mechanics and spelling.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support

Clear communication about your learning needs will help you be successful in this class. Please let your instructor know about any challenges or technology limitations that might affect your participation in

class. You may also contact the office of Adult Education at (707) 476-4500. The people in the office are there to help you succeed in class.

Evaluation & Grading Policy

This is a non-credit course, so no letter grade will be given. Instead, you will earn a mark of “Satisfactory” for your participation.

Spring 2022 Important Dates

- Spring Semester classes begin: 01/18/22
- February 18th and 21st: No classes. Lincoln’s Birthday and President’s Day.
- March 14-19: No classes. Spring Break.
- Spring Semester classes end: 05/13/22

Class Schedule

<i>Week</i>	<i>Dates</i>	<i>Topic</i>	<i>Example Lessons and activities</i>	<i>Homework & Due Dates</i>
Week 1	Jan. 19	Improving Your English Skills at College of the Redwoods	personal introductions; read syllabus; overview of certificate, course, and major offerings at CR; browse CR course catalog with a focus on student services (define abbreviations and decipher graphics, including lists, tables, and schedules); browse the texts that will be used in class; assess student needs, assets, concerns, and interests related to English language learning	TBA
Week 2	Jan. 24 and 26	The Benefits of Learning English, and How to Do It Efficiently and Enjoyably	discuss motivation for improving one’s English; identify English language-learning resources in Humboldt County; introduce & discuss learning styles; take a learning styles self- assessment; learn and practice strategies for vocab. and grammar learning, note-taking, and studying; review basic vocabulary, including high-frequency words and phrases; introduce high-beginning vocabulary for everyday life, school, and work	TBA
Week 3	Jan. 31 and Feb. 2	Why Is English So Hard (and Fun)?	review basic English grammar, and introduce high-beginning grammar; analyze similarities and differences between English and students’ native languages; practice pronunciation, including challenging English sounds; introduce and practice circumlocution; introduce and practice using listening comprehension strategies by, for example, listening to Voice of America for English learners; begin reading the class novel	TBA
Week 4	Feb. 7 and 9	Taking Care of Yourself in Humboldt County	introduce reading comprehension strategies, and practice while reading the class novel; read and discuss Northcoast Children’s Services community resources pamphlet; read the Humboldt County bus map and schedule; review basic sentence	TBA

			<i>structure; review and practice using the present tense by writing and discussing favorite social and leisure activities in Humboldt County; practice note taking while listening to a lecture on hiking in Humboldt County; review and practice using the future tense by writing and discussing personal goals for the upcoming year; research Valentine's Day history and traditions; make valentines</i>	
Week 5	Feb. 14 and 16	Writing for Business and Pleasure	<i>role play information-gathering telephone calls and fill out applications for helpful social services; introduce and practice using the past tense; review basic paragraph and essay structure; write an essay in the past tense; introduce the writing process; use peer editing to improve essays</i>	TBA
Week 6	Feb. 23	Moving Beyond the Basics	<i>introduce English language idioms, and discuss comparisons in students' native languages; introduce and practice with advanced verb tenses; identify idioms and advanced verb tenses in the North Coast Journal and in the class novel as we continue reading it</i>	TBA
Week 7	Feb. 28 and March 2	Writing for Wreal	<i>introduce common spelling and pronunciation idiosyncrasies of English; identify examples of such language in the class novel as we continue reading it; introduce four common essay types; conduct research (through discussion, online research, and/or books) on Easter origins and traditions in the U.S. and students' native countries; use the writing process to write an essay on an Easter-related subject; present essays to the class</i>	TBA
Week 8	March 7 and 9	Midterm Review	<i>review and wrap up of the concepts, vocabulary, grammar, pronunciation, and skills learned so far; assess needs and interests for the next half of the semester; introduce and analyze "growth mindset"</i>	TBA
Week 9	March 14 and 16	No Class	<i>Spring Break</i>	TBA
Week 10	March 21 and 23	You Have the Power	<i>introduce "word attack" reading strategies to help infer the meanings of unknown vocabulary; practice the strategies as we continue reading the class novel; introduce how to assess the credibility of online information; research online the concept of "international English"; discuss the concept, and write a persuasive essay on it</i>	TBA
Week 11	April 4 and 6	Staying Positive	<i>analyze and discuss the importance of attitude and how to develop and maintain a positive attitude; take self-assessments to identify attitude strengths and weaknesses; review frequency adverbs and</i>	TBA

			<i>practice using them to discuss personal behaviors that both stem from and perpetuate various attitudes; continue reading the class novel, and identify the attitudes of the main characters and how those attitudes help or hurt them</i>	
<i>Week 12</i>	<i>April 11 and 13</i>	<i>Understanding Yourself and Others</i>	<i>review common adjectives to describe people, & introduce rarer adjectives; introduce and discuss various personality types, including the strengths and weaknesses of each type; take self-assessment to determine personality type; identify ways to change behavior to strengthen one's personality weaknesses; identify personal and professional roles in which one's personality type could shine; introduce basic Nonviolent Communication language for communicating effectively with various personality types; continue reading the class novel, identifying the personality traits & possible personality types of the main characters</i>	<i>TBA</i>
<i>Week 13</i>	<i>April 18 and 20</i>	<i>Love Your Mother</i>	<i>review common prepositions; introduce prepositional phrases and rarer prepositions; use prepositions to do back-to-back drawings of nature scenes (ex. the photos from old Nature Conservancy calendars); do Earth Day research (online, if possible, applying credibility-assessment strategies to the information we find); lecture on the natural wonders of Humboldt County; continue reading the class novel, and do a close reading of a descriptive passage; write a descriptive essay, paying attention to your use of prepositions, to describe your favorite location in nature</i>	<i>TBA</i>
<i>Week 14</i>	<i>April 25 and 27</i>	<i>What Makes a Good Book Good?</i>	<i>finish reading the class novel; introduce literary elements, and identify literary elements of the class novel; work alone, in pairs, or in small groups to create presentations to teach your classmates about the compelling use of one literary element in one book that you love</i>	<i>N/A</i>
<i>Week 15</i>	<i>May 2 and 4</i>	<i>Practice Makes Perfect</i>	<i>course review; do lots of practice exercises and activities like vocabulary Pic-Charades, listening to and reporting out on Voice of America news stories, Secretary game focusing on irregular past tense verbs, idioms Hangman, phonics Bingo, and prepositions Memory</i>	<i>TBA</i>
<i>Week 16</i>	<i>May 9 and 11</i>	<i>Tying It All Together</i>	<i>course wrap up; written and oral reflection: In what areas did I improve my English? What do I still need to work on? How can I independently continue my ESL learning? Am I ready for intermediate-level ESL class next semester?</i>	<i>TBA</i>