

Syllabus for ESL 200 – Fundamental English as a Second Language (Low Beginning)

Course Information

Semester & Year: Spring 2022

Course ID & Section #: ESL 200, E3170

Instructor's name: Aaron Reiher

Location: HCCF, Eureka

Number of units: 0 (This is a non-credit course)

Instructor Contact Information

Phone number: 707-476-4500

Email address: aaron-reiher@redwoods.edu

Catalog Description

Develop basic listening and speaking skills for low beginning ESL students. Introduce essential reading and writing skills. Provide instruction in the fundamental components of English that are necessary for effective communication in situations common to ESL learners.

Course Student Learning Outcomes

1. Students will be able to respond adequately to simple questions about present situations in spoken English for listener comprehension.
2. Students will be able to fill out an information sheet soliciting basic personal information.
3. Students will be able to read simple texts and write simple, comprehensible phrases about present situations, abilities, intentions, and needs.

Prerequisites/co-requisites/ recommended preparation

None

Evaluation & Grading Policy

Students do not receive letter grades in non-credit courses. Any student who participates in the course will receive a grade of "satisfactory."

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, please 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 feedback policy

For coursework that is submitted on-time, the instructor will provide feedback within two weeks of the assignment due date through a correspondence feedback form.

Class participation and Attendance policy

Participation: Participation is the key to success in this course. Participation means completing assigned reading and weekly homework assignments.

Attendance: Attendance will be based on the completed work you turn in each week. If you adequately completed the written assignments for the week you will receive attendance credit for the week. If you copy another students' answers, neither of you will get credit.

Class Schedule

This course runs from Jan. 18 to May 13, 2022

This is a correspondence course, which means you can complete the coursework at whatever time is most convenient for you during the week. Consider developing a routine of specific days/times each week when you do your coursework.

Expect that you will spend about **6 hours** each week on this class.

You will receive a weekly course packet at the beginning of each week, and the course packet must be turned in by Sunday of each week. You may not get credit for coursework turned-in late.

Class Content

We will cover the following course outcomes and concepts:

Course Objectives

1. Hear, say, read, and write the letters of the alphabet.
2. Hear, say, read, and write numbers from 1-100.
3. Hear, say, read, and write your name and where you are from.
4. Hear, say, read, and write basic greetings.
5. Hear, say, read, and write basic time.
6. Hear, say, read, and write the days of the week.
7. Hear, say, read, and write basic colors.
8. Hear, say, read, and write basic foods.
9. Hear, say, read, and write basic body parts.
10. Hear, say, read, and write basic classroom furniture and learning tools.
11. Hear, say, read, and write rooms in a house.
12. Hear, say, read and write basic personal information.
13. Hear, say, read, and write familial roles (mother, brother, daughter, cousin...).
14. Request help by asking simple questions.
15. Follow simple commands.
16. Identify U.S. money and its value (coins and bills).
17. Understand basic prepositions of location.

CONCEPTS

1. Stress can be managed.
2. Low or medium levels of stress can be helpful, but consistent high levels of stress are detrimental to one's health and ability to be a productive worker.
3. One learns effective stress management techniques by experimenting with various techniques.
4. Barriers to managing stress can be overcome.

THEMES & ISSUES

1. The benefits of stress management.
2. The importance of self-assessment.
3. The relationship between stress management and providing outstanding customer service.
4. The impact of stress on the workplace environment.
5. Managing conflicts.
6. The difficulty in learning how to become aware of one's own stressors

SKILLS

1. Read and understand texts related to stress management.
2. Have sufficient self-awareness to recognize when one is experiencing various levels of stress and to identify causes of stress in one's own life.