



COURSE OUTLINE
Palo Verde College
 One College Drive, Blythe, CA 92225
 (760) 921-5500

Course Control Number: CCC000420610

Latest Revision: 12/10/09

Board Approval: 1/26/10

1. Course Information. Course Initiator: Leticia Guilin

Subject Area and Course Number: ABE 021		Course Title: Spanish Literacy for for the ESL Learner ®		
New Course <input type="checkbox"/> Revised <input type="checkbox"/> Updated <input checked="" type="checkbox"/>	Static ID C02104	TOP Code 4930.87	Credit Status Request N=Noncredit	
Classification Code L=Not Applicable	SAM Code E=Non-occupational		Course prior to college level Y=Not applicable	
Noncredit category A=ESL	Meets a unique need: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Course duplicated: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Demand/Enrollment Potential: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Transfer request C=Non-transferable	Articulation request: UC <input type="checkbox"/> CSU <input type="checkbox"/> CSU-GE <input type="checkbox"/> IGETC <input type="checkbox"/> CAN <input type="checkbox"/>			
Basic Skills B=Basic Skills Not Precollegiate	Funding Agency Y=Not Applicable		Course Program Status 2=Stand-alone	
Co-Op Status N=Not Part of a Co-Op Program	Special Class Status N=Course is Not a Special Class			

2. Some or all aspects of this course may be delivered in a Distance Education mode: Yes No
 If checked yes, all questions pertaining to Distance Education must be answered.

3. This course has laboratory or clinic/field hours: Yes No
 If checked yes, this outline must include a list of laboratory or clinic/field activities or topics.

4. This course has prerequisites, co-requisites, or advisories: Yes No
 If checked yes, please complete a [Prerequisite Justification Form](#) .

5. Curriculum Committee Approval Date: 12/17/09

6. After Curriculum Committee approval, the following is to be completed by the Office of Instruction:

TRANSFER APPROVAL STATUS	ARTICULATION APPROVAL STATUS					
	Approval Pending	Not Requested	Date of Submission	Approval Pending	Approval Denied	Date Approved
UC	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
CSU	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
CSU-GE	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
IGETC	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
CAN	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	

CATALOG DESCRIPTION:

This course is designed for the pre-literate or semi-literate Spanish speaking immigrant who desires to learn English. This course takes advantage of the fact that literacy competencies in one's native language transfers to a target language. Enhancing the learner's verbal ability in Spanish by the acquisition or improvement of reading and writing skills in his native tongue will enable the learner to transfer these skills to his/her acquisition of English.

UNITS:

FACE TO FACE: **Hours Per Week:** Lecture: 36 **Laboratory:** **Clinic/Field:**

DISTANCE EDUCATION:**ENTRY LEVEL SKILLS, PRE-REQUISITES, CO-REQUISITES AND ADVISORIES:**

None

OBJECTIVES and LEARNING OUTCOMES:**Upon successful completion of the course the student will be able to:**

1. Demonstrate understanding of the language of instruction by correctly executing actions asked for: Forme una palabra/make a word
2. Demonstrate understanding that letters make sounds and sounds combine to form words by correctly decoding words: zapato/shoe
3. Demonstrate acquisition of a base for learning by discussing and comparing language patterns and structures, vowels and consonants, sound/symbol relationships, upper and lower case letters, and syllables in both English and Spanish. Point out differences in: El telefono esta hecho en China./The telephone was made in China.
4. Use punctuation, capitalization, spacing between words and other conventions of language correctly.
5. Acquire basic vocabulary and survival skills in English while learning to read in Spanish through bilingual classroom instruction: Travel vocabulary - propina/tip (How much to tip in the U.S.)
6. Write standard Spanish sentences from dictation or written models.
7. Compose original prose, sentence length or paragraphs in Spanish.

COURSE OUTLINE AND SCOPE:**1. Outline of Topics or Content:**

- I. Phonemic System of Spanish
 - A. The Spanish Alphabet
 1. Written symbols (letters) and phonemes
 2. Upper and lower case letters
 - B. The Spanish Vowels
 1. Diphthongs
 2. Triphthongs
 - C. The Consonants
 1. Blends
 2. The mute consonants and vowels: /que/ /qui/ /h/ /gue/ /gui/
 3. Alphabetical order
 - D. The Syllable
 1. Classification of syllables by number of letters
 2. Rules of syllabication
 - E. The Accent
 1. Rules of stress
 2. Using written accent mark to differentiate words with like spelling
 - F. Punctuation Marks
 1. Period, question mark, exclamation mark, comma, semicolon, apostrophe, hyphen, dash, parentheses
 - G. General Spelling rules
- II. The Phonics of English
 - A. The English Alphabet
 1. Consonants, blends and digraphs
 2. Vowels: long, short, ar, or, er, ir, ur, au, aw, ou, ow, oi, oy, oo, oo, schwa
 3. Spelling conventions such as “silent e”

B. Sight words

III. Survival English Topics, Vocabulary, and American culture (Presented bilingually)

- A. Airports, hotels, food, the restaurant, shops and shopping, clothes and grooming, weights and measures, streets and transportation, cities and towns, holidays, entertainment
- B. Vocabulary appropriate to topics such as: travel agency, airplane boarding pass – blanket, hallway, lobby – soup, carrot, egg, etc.
- C. American culture discussions on: tipping guide, hotel-motel guide, native American foods, ladies first (etiquette), going Dutch, American clothing (Levi's), American money, giving directions, American holidays

2. If a course contains laboratory or clinic/field hours, list activities or topics:**3. Examples of Reading Assignments:**

Initially the reading assignments will be level appropriate and teacher generated. In time, these will become student-generated. Additional readings will be from authentic literary (newspapers, magazines, traditional literature) and non-literary sources such as advertisements, announcements, publicity bills, and official forms.

4. Examples of Writing Assignments:

Students will copy models provided by the teacher. When competent, students will generate own texts from simple sentences to simple paragraphs or stories.

5. Appropriate Assignments to be completed outside of class:

1. Daily assignments, generated by the teacher, reinforcing class instruction that requires the students to distinguish, differentiate and categorize the concepts learned in class.
2. The student will copy, from models, the letters, groups of letters, words, sentences or paragraphs that reflect the teaching points of the day.
3. Students may be required to search for target letters, words, etc, in newspapers or magazines, cut and past them in their notebook.

6. Appropriate Assignments that demonstrate critical thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

1. Applying the language structures and vocabulary to communicate effectively in writing.
2. Creating and composing original written communication such as personal letters, notes, postcards, and short stories.

7. Other Assignments:

Students may be asked to give short oral reports on something they read during the week.

8. Indicate any assignments that are unique to the Distance Education mode of delivery:**METHOD OF EVALUATION—FACE TO FACE:**

1. Oral and written assessments to determine competency attained
2. Skill demonstration
3. Written products such as a personal letter, postcard or a short story
4. Homework preparation
5. Class participation

METHOD OF EVALUATION—DISTANCE EDUCATION:

METHOD OF INSTRUCTION—FACE TO FACE:

Methods of instruction may include, but are not limited to, the following:

1. Competency-based instruction, language experience-based writing activities, use of multiple-intelligences approach and activities, cooperative and student-centered learning
2. Lecture and demonstration with audio-visual aids
3. When a base of learning in Spanish has been established, the teacher will introduce through bilingual methodologies ESL survival vocabulary, the sound system of English and American-cultural concepts. This will be accomplished through bilingual verbal, visual, audio and text modes.

METHOD OF INSTRUCTION—DISTANCE EDUCATION:

REPRESENTATIVE TEXTBOOKS, AND OTHER READING AND STUDY MATERIALS:

This section shall include author(s), title, and current publication date of all representative materials.

Adelson-Goldstein, Jayme and Shapiro, Norma, Oxford Picture Dictionary: English/Spanish, Oxford University Press, USA, 2008

Adelson-Goldstein, by Jayme, et.al., The Family Literacy Activity Worksheets Spanish: for the Oxford Picture Dictionary (Oxford Picture Dictionary 2e), Oxford University Press, USA, 2008

Beatriz, Pujato, Abc De La Alfabetizacion, El (Spanish Edition), 2009

Paulo Freire and Donaldo Macedo, Alfabetizacion / Literacy. Reading the Word and the World (Temas De Educacion / Education Topics) (Spanish Edition), 1989

Berta Braslavsky, Primeras letras o primeras lecturas? Una introduccion a la alfabetizacion temprana (Spanish Edition), 2004

SIGNATURES:

COURSE INITIATOR: _____ **DATE:** _____

LIBRARY: _____ **DATE:** _____

CHAIR OF CURRICULUM COMMITTEE: _____ **DATE:** _____

SUPERINTENDENT/PRESIDENT: _____ **DATE:** _____