

Course Outline

COURSE: ESL 702B **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 12/8/2020

SHORT TITLE: ESL CITIZENSHIP

LONG TITLE: ESL Citizenship

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	1 TO 6	18 TO 108
		Lab:	0	0
		Other:	0	0
		Total:	1 TO 6	18 TO 108

COURSE DESCRIPTION:

This course is designed for second language learners that want to prepare for the United States Citizenship test given by the Department of Immigration and Naturalization Services. The focus will be on communicative English skills and knowledge of American History and Government required for passing the test to become a citizen of the United States. Readings are at the high-beginning/low intermediate ESL level and will focus on American Government with the review of the Constitution, the study of the branches of government and state/local governments.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times, 100 credit hours

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. The students will prepare for written and oral responses to the "100 Questions" on the United States Citizenship Exam and INS Interview by completing practice tests and oral responses with appropriate.

Measure: Practice tests and oral responses

PLO:

ILO: 2,7,1

GE-LO:

Year assessed or anticipated year of assessment: 2018

2. The students will recognize, explain and identify significant aspects of U.S. History and American Government to pass the history, government and English tests required of applicants for naturalization.

Measure: Practice tests and oral responses

PLO:

ILO: 1,2,6,7

GE-LO:

Year assessed or anticipated year of assessment: 2018

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 12/8/2020

DE MODIFICATION ONLY

3-18 Hours

The students will read about, discuss, and write about the Executive Branch of Government.

In Class Activities: 1) The students will read and review the Constitution and other Historical Facts. 2) The students will define and use the following vocabulary words taken from the readings: Political parties, National Conventions, Electorate, Cabinet, Democrats and Republicans and other words to know. 3) The students will read the specific content on the Executive Branch of Government. 4) The students will complete the written T/F, completion and short answer oral worksheets. 5) The students will practice asking and responding to potential questions from the "100 Questions" on the U. S. History and Government Test that pertain to the Executive Branch. 6) The students will fill out the N-400 Application (Review of Parts 10 B, 8-12) which identifies explanation questions on registering to vote, lawful permanent residency, filing of tax returns and titles of nobility in any foreign country and answering them honestly. 8) The students with a partner will orally practice the INS Interview Script.

Student Performance Objectives: Students will practice correct use of the following grammar from the readings, "Can, should, had better, must, and have to." Students will answer the history and government questions by responding correctly and accurately on written and oral quizzes and tests.

3-18 Hours

The students will read about, discuss, and write on the Legislative Branch of Government.

In Class Activities: 1) The students will define and use the following vocabulary words taken from the readings: amend, committee, debate, legislation, majority, minority, pass, two-thirds, veto and other words to know. 2) The students will read the specific content on the Legislative Branch of Government. 3) The students will complete the written T/F, completion and short answer oral worksheets. 4) The students will practice asking and responding to questions taken from the potential "100 Questions" on the U. S. History and Government Test that pertains to the Legislative Branch of Government. 5) The students will listen to a lecture reviewing "How a Bill Becomes a Law." 6) The students will fill out the N-400 Application (Part 10 D, Sections 15-24) which identifies "Good Moral Character" and gives explanations of how to respond honestly to the questions. 7) The students with a partner will orally practice the INS Interview Script.

Student Performance Objectives: Students will use and practice "articles" in their written and oral communication. Students will answer the government questions by responding correctly and accurately on the written and oral quizzes and tests.

3-18 Hours

The students will read about, discuss, and write about the Judicial Branch of Government.

In Class Activities: 1) The students will define and use the following vocabulary words taken from the readings: Appealed, case, guilty, hear, interprets, punishable by, rights, ruled system and other words to know. 3) Students will read the specific content on the Judicial Branch of Government. 4) The students will complete the worksheets with T/F, completion and short answer oral activities. 5) The students will practice asking and responding to questions taken from the "100 Questions" on the U. S. History and Government Test that pertain to the Judicial Branch. 6) The students will recognize and recall the significance of the following court cases: Gideon v. Wainwright and Miranda v. Arizona. 7) The students will fill out the N-400 Application (Parts 10E, F, & G) that identifies removal, expulsion, deportation and military service in the U. S. 8) The students with a partner will orally practice the INS Interview Script.

Student Performance Objectives: Students will use and practice "articles" in written and oral communication. Students will show competency by passing the written and oral tests and quizzes.

3-18 Hours

The students will read about, discuss, and write about State and Local Government.

In Class Activities: 1) The students will define and use the following vocabulary words taken from the readings: Collect, contradict, issues, maintain, National Guard, organize, propose, officials, records, and other words to know. 2) The students will read the specific content on State and Local Government. 3) The students will complete the worksheets with T/F, completion, short answer oral and dictation activities. 4) The students will practice asking and responding to the potential "100 Questions" on the U. S. History and Government Test that pertain to State and Local Government. 5) The students will answer questions and review the U. S. History and Government facts that pertain to State and Local Government. 6) The students will practice the "future tense" in written and oral communication. 7) The students will fill out the N-400 Form Application (Parts 10 H, 11 &12) which identifies the Oath of Allegiance for study. 8) The students with a partner will orally practice the INS Interview Script.

Student Performance Objectives: Students will use and practice the "future tense" in their written and oral communication. Students will provide the correct answers/responses pertaining to the history and government questions regarding state and local government on their written and oral worksheets.

3-18 Hours

The students will read about, discuss, and write about "Making Your Voice Heard, " the importance of voting and community involvement and service.

In Class Activities: 1) The students will define and use the following vocabulary words taken from the readings: Ballot, circulate, endorse, neighborhood, organize, participation, petition, protest, register, special-interest groups and other words to know. 2) Students will read the specific content on the importance of voting and community involvement through other means: Letter writing, protesting, sign petitions and working on election campaigns. 3) The students will complete worksheets with T/F, completion, short answer and dictation activities. 4) The students will practice asking and responding to the potential "100 Questions" on the U. S. History and Government Test pertaining to voting and community involvement. 5) The students will complete the review exercise and answer questions with a partner on the Official Ballot for a General Election. 5) The students will answer U. S. Government facts that pertain to "Making Your Voice Heard." 6) The students with a partner will orally practice the INS Interview Script.

Student Performance Objectives: Students will practice the steps in the Swearing-In- Ceremony: What to do before, during and after the ceremony. Students will identify strategies to use in community involvement and the importance of the right to vote.

3-18 Hours

The students will be given a complete and thorough review of all the activities presented on United States History and Government.

In Class Activities: 1) Students will draw the U. S. Flag and list what the colors, stars and stripes represent. 2) Students will be presented with a Map of United States and asked to identify by marking and labeling the 13 original states, the 49th and 50th states, the capital of the U.S., California and its capital, and their town or city of residence. 2) Students will identify from photographs and slogans important U. S. events and famous historical figures. 3) The students will match important events with specific dates. 4) The students will distinguish between government services and know the difference between federal and state/local responsibilities. 5) A sample of the INS List of "100 Questions" is reviewed with the students. 6) The complete INS Interview will be role-played with the students. 7) A legal overview of the Naturalization Process will be presented to the students. 8) Students will practice filling out the entire N-400 Application for Naturalization. The students will recall the explanations that were presented to complete the application honestly and accurately. 9) A sample of the Resident Alien Card and how to read it will be reviewed. 10) A sample Naturalization Certificate will be reviewed. 11) Students will recall the words to the Star-Spangled Banner.

Student Performance Objectives: Students will show competency by passing the INS Practice Exam and proficiency in oral responses by passing the Practice INS Interview. Students will demonstrate understanding of the legal ramifications of the Naturalization Process. The students will recognize that the Naturalization Process includes the nine requirements: Lawful permanent residence, age, residence, physical presence, continuity of residence/abandonment of residence, know basic English, language, U.S. History and Government, good moral character, belief in principle of U. S. and Oath of Allegiance. In addition, students will recognize other important issues regarding eligibility for citizenship: Bars to naturalization, permanent ineligibility to citizenship, selective service registration, and denial of application for naturalization.

METHODS OF INSTRUCTION:

High-Beginning/Low Intermediate readings are preceded by questions and visuals that set the stage for the topics. Each reading is followed by questions and writing exercises that strengthen grammar and language skills.

METHODS OF EVALUATION:

Category 1 - The types of writing assignments required:

Percent range of total grade: 5 % to 10 %

Other: Fill out N-400 application form

If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason:

Category 2 - The problem-solving assignments required:

Percent range of total grade: % to %

Category 3 ? The types of skill demonstrations required:

Percent range of total grade: % to %

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 90 % to 95 %

Multiple Choice

True/False

Matching Item

Completion

RECOMMENDED TEXTBOOKS:

Magy, Ronna. U.S. Citizenship, Yes!, Heinle, 2009. Or other appropriate college level text.

ISBN: 1424095999 (text is still current and being used in the field of teaching U.S. Citizenship (if available)

Reading level of text, Grade: Beginning ESL Citizenship Verified by: Nicole Cisneros

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: K

Noncredit Category: B

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000594248

Sports/Physical Education Course: N

Taxonomy of Program: 493090a