990 English for Introduction to Mac (80-hour cycles)

Prerequisite(s):

English Level 5 or by individual placement through advisement

Textbooks:

The Little MAC Book: Snow Leopard Edition by Robin Williams, Peachpit Press, 2010 (or comparable text).

Other Instructional Materials:

Apple's on-line tutorials at: http://www.apple.com/support/mac101/

Course Description:

In this "English through Introduction to MAC" course students develop English language skills to be successful with the Mac OSX operating system and Mac computers.
This course is not intended to provide instruction which will result in the student's acquisition of occupational skills. Placement assistance by the school is not available for this course.

Course Goals:

This course will explain features and basic usage of the MAC operating system in English

Objectives:

Students will be able to:

- interpret English readings and verbal explanations regarding Macintosh computers
- use the English Apple support site to locate answers to specific questions
- create questions in English about concepts or procedures
- explain procedures and results in English
- identify the basics of Macintosh's OS X v 10.6 Snow Leopard operating system in English
- navigate Mac toolbars and menus in English
- use Mac features in English

Student Learning Outcomes:

General SLO's:

By the end of the course, students will be able to:

- read in English about Macintosh computers and understand what is being discussed or described;
- use the Apple Macintosh English support site to use Mac computers effectively and efficiently and to answer specific questions in English
- read and follow directions in English when practicing exercises;
- ask questions in English concerning concepts and implementation;
- explain to others in English procedures used or results obtained

- understand the basics of Macintosh's OS X v10.6 Snow Leopard operating system in English;
- to understand how to navigate English toolbars and use English menus to customize the Mac; and
- to understand how to use other Mac features in English.

SPEAKING
B1 SLOs:

- Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. (CEFR B1)
- Can explain or define or differentiate Macintosh features and capabilities related to the software's general functions, or related to some specific task or problem.
- Can explain why something (related to Macintosh) is a problem, discuss what to do next, compare and contrast alternatives.
- Can explain procedures used or tasks accomplished in Macintosh.
- Can make opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.

B2 SLOs:

- Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
- Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
- Can use different levels of formality or multiple sociolinguistic purposes without signs of restricting what speaker wants to communicate

WRITING
B1 SLOs:

- Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
- Can write notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important
- Can write short, simple essays on Macintosh or other topics of interest.
- Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.

B2 SLOs:

- Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
- Can evaluate different ideas or solutions to a problem.
- Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- Can synthesize information and arguments from a number of sources.

*Instructional Methods:

- This course is designed to be repeated in multiple, continuous, simultaneous 80 course-hour cycles toward proficiency progression of course state outcomes and student personal proficiency goals as determined in consultation with the Student Services Associate.
- A content-based approach is employed to provide a more natural way to motivate English language learning which accelerates language acquisition when students see a real-world purpose in learning something they are interested in rather than language in isolation. Classes include hands-on practice and drills. Students will complete periodic summary exercises that require application of all skills learned to date which are premised on English language learning while having Macintosh content. Each student will create a portfolio of finished output.
- An integrated cumulative skills development methodology increase language retention and fluency by stimulating student to make meaning from a new language through active learning activities. Recorded listening passages build on vocabulary and ideas from background materials and exercises. Students work individually, in pairs, and in small groups on guided, linked activities built around each unit's theme. Instruction will be supplemented with ESL audio and video material keyed to textbook units.

*Information Regarding the Maximum Number of Times a Class Can Be Repeated
Student who enroll in the ESL-Plus Course of Study move their individual levels or courses at their own rate. As long as a student is in good academic standing (as defined in our student policies), a student may be in a given level for an variable amount of time.
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