

ESL30 : ENGLISH AS A SECOND LANGUAGE LEVEL 3

General Information

Author:	<ul style="list-style-type: none">Paul Mayer
Course Code (CB01) :	ESL30
Course Title (CB02) :	ENGLISH AS A SECOND LANGUAGE LEVEL 3
Department:	NESLD
Proposal Start:	Spring 2025
TOP Code (CB03) :	(4930.87) English as a Second Language–Integrated
CIP Code:	(32.0108) Developmental/Remedial English.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000619244
Curriculum Committee Approval Date:	10/09/2024
Board of Trustees Approval Date:	11/19/2024
Last Cyclical Review Date:	05/01/2020
Course Description and Course Note:	ESL 30 is designed for students at the low-intermediate level of English acquisition. This course provides instruction in reading and writing, sentence and paragraph structure, verbal communication skills, comprehension of everyday spoken English and development of life skills competencies. Instruction stresses the grammatical study of verbs and vocabulary development. Emphasis is placed upon general understanding of spoken and written English and overall effectiveness in communication. Lecture 140-224 hours.
Justification:	Coding/Category Change
Academic Career:	<ul style="list-style-type: none">Noncredit
Mode of Delivery:	No value
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">ESL: Non-Credit Instruction
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Four levels below transfer.

Grading Basis

- Pass / No-Pass Only

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07)	0
Maximum Credit Units (CB06)	0
Total Course In-Class (Contact) Hours	140 - 224
Total Course Out-of-Class Hours	0 - 0
Total Student Learning Hours	140 - 224

Credit / Non-Credit Options

Course Type (CB04)

Non-Credit

Noncredit Course Category (CB22)

English as a Second Language (ESL).

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Other Non-Credit Enhanced Funding.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	140 - 224	280 - 448
Laboratory Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	

Studio Hours	0	0	Lecture	140 - 224
			Laboratory	0
			Studio	0
			Total	140 - 224
Course Out-of-Class Hours				
			Lecture	0
			Laboratory	0
			Studio	0
			Total	0

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ESL20 - ENGLISH AS A SECOND LANGUAGE LEVEL 2 (in-development)

Objectives

- Approximate standard American pronunciation to be understood by typical fluent speakers of English.
- Create verbal and written statements in the present, past, or future tenses related to basic needs and common activities.
- Respond to questions about short dialogues, monologues, and reading passages such as those presented in digital recordings or in textbooks.
- Compose sentences and simple paragraphs using appropriate subject-verb agreement, tense, aspect (e.g. simple versus progressive), and other standard writing conventions.
- Listen to and converse in spoken English about familiar everyday contexts within limited semantic and discourse realms.

OR

Prerequisite

Placement is based upon performance on a division placement assessment.

Entry Standards

Entry Standards	Description
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No value

No value

Course Limitations

Cross Listed or Equivalent Course

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Lecture

Methods of Instruction

Multimedia

Methods of Instruction

Collaborative Learning

Methods of Instruction

Guest Speakers

Methods of Instruction

Presentations

Methods of Instruction

Field Activities (Trips)

Out of Class Assignments

- Fill-in-the blank grammar exercises (e.g. Yesterday, he ____ fixing his car. (was));
- Write multiple paragraphs;
- Respond to speaking prompts to practice conversational fluency;
- Read excerpts of fiction and non-fiction sources.

Methods of Evaluation

Rationale

Other

Conversations with the teacher to assess listening comprehension and speaking ability

Exam/Quiz/Test

Quizzes and unit tests

Project/Portfolio	Group projects
Activity (answering journal prompt, group activity)	Works-in-progress
Exam/Quiz/Test	Exit examination

Textbook Rationale
No Value

Textbooks				
Author	Title	Publisher	Date	ISBN
Bitterlin, Gretchen, et al.	Ventures 3 Student's Book and Workbook	New York: Cambridge	2018	978-11086455222
Fuchs, Marjorie	Focus on Grammar 3	White Plains: Pearson	2016	944210740
Molinsky, Steven	Side By Side Plus 3 Student Book and eText with Activity Workbook and Digital Audio	White Plains: Pearson	2016	978-0-13-434670-0

Other Instructional Materials (i.e. OER, handouts)
No Value

Materials Fee
No value

Learning Outcomes and Objectives

Course Objectives

Write paragraphs at the low-intermediate level with sufficient unity.

Develop coherence and mechanical accuracy.

Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level.

Converse at a functional level adequate for everyday use on the campus and in the community.

Respond to questions about recorded and live speeches, dialogues, role plays, and lectures.

Decode 2,500-word reading passages, respond to inference and recall questions, and utilize a monolingual English dictionary to advantage.

SLOs

Compose a well-developed paragraph using Level 0-3 grammar structures, vocabulary, and conventions. Expected Outcome Performance: 70.0

<i>NESLD</i> NCR ESL Intermediate	Apply intermediate English reading, writing, listening, and speaking skills to be able to communicate effectively in English.
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<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
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<i>NESLD</i> Intermediate English as a Second Language Certificate if Completion	Use intermediate-level reading and writing to communicate for practical everyday, academic, and workplace needs. Use intermediate-level vocabulary and grammar to clearly and accurately communicate in community, school, and workplace settings.
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Respond with appropriate vocabulary to oral questions using Level 3 knowledge. Expected Outcome Performance: 70.0

<i>NESLD</i> NCR ESL Intermediate	Apply intermediate English reading, writing, listening, and speaking skills to be able to communicate effectively in English.
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<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
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<i>NESLD</i> Intermediate English as a Second Language Certificate if Completion	Communicate in intermediate-level conversations to meet needs in community, school and workplace settings. Use intermediate-level vocabulary and grammar to clearly and accurately communicate in community, school, and workplace settings.
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Apply Level 3 knowledge to select appropriate responses in a grammar and reading comprehension exam. Expected Outcome Performance: 70.0

<i>NESLD</i> NCR ESL Intermediate	Apply intermediate English reading, writing, listening, and speaking skills to be able to communicate effectively in English.
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<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
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<i>NESLD</i> Intermediate English as a Second Language Certificate if Completion	Use intermediate-level reading and writing to communicate for practical everyday, academic, and workplace needs. Use intermediate-level vocabulary and grammar to clearly and accurately communicate in community, school, and workplace settings.
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Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No Value

Is this proposal submitted in response to learning outcomes assessment data?

No Value

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Grammar (40 - 57 Hours)

- Sentence structure - word order
- Affirmative
- Negative
- Interrogative
- Question words and phrases: who, what, where, when, why, how, how many, how much, how often, how long
- Yes/No questions (short answers & negatives)
- Sentence elements
- Noun modifier (adjective phrase): adjective + preposition (tired of, excited about, etc.)
- Verb tenses and modes
- Present perfect
- Present perfect continuous
- Future continuous
- Modals: ought to, had better, could, may might (to show permission and possibility) could you, would you (for polite questions) must (to show conclusion) be supposed to, suppose, be allowed to
- Stative vs. action verbs
- Verbs followed by an infinitive: agree, need, expect, etc.
- Verbs followed by a gerund: enjoy, dislike, finish, etc.
- Phrasal verbs: transitive/separable (do something over, throw something away, etc.) and transitive/inseparable (look for something, run into someone, etc.)
- Look/Feel/Sound/Smell.etc. + Like
- Suggestions: let's, why don't, etc.
- Connectors: Because of, either, neither, so, too, if, whether

Listening Comprehension (16 - 22 Hours)

- Reductions which occur in natural rapid speech
- Inference
- Dictations, cloze exercises, dicta-comps (reconstructions of passages from notes)
- Situational dialogues
- Non- native accents in the classroom
- Note taking and comprehension of mini-lectures

Speaking (31 - 43 Hours)

- Pronunciation
- Identification and production of sounds and intonation patterns contained in situational dialogues or other spoken material
- Word and sentence stress
- Grapheme-phoneme (letter-sound) correspondences
- Reductions that occur in rapid speech
- Oral communication
- Informal practice in pairs, groups, and before the class
- Dialogues, speeches, and communicative tasks
- Grammar: oral reinforcement of structures; self-monitoring
- Idioms, sayings, expressions, euphemisms
- Cross-cultural exercises: body language ; conversational turn- taking

Reading (40 - 57 Hours)

- Vocabulary building
- Word families: synonyms, antonyms, homonyms, affixes, roots, parts of speech
- Use of glossaries and vocabulary lists
- General reading
- Pre- and post-reading strategies
- Subject matter: literature, general interest, applications/forms
- Length: short articles and passages; one long passage or short novel
- Comprehension: facts, main idea, inference, prediction, paraphrase, compare and contrast, and draw conclusions
- Skills: skimming, scanning, rate development
- Oral reading (reading aloud)
- Phonetic analysis
- Intonation and sentence stress

Writing (23 - 31 Hours)

- Handwriting improvement
- Spelling strategies
- Mechanics of writing: capitalization, punctuation, apostrophe
- Sentence and short paragraph writing and rewriting
- Form
- Paragraph structure
- Introductory
- Supporting
- Concluding
- Organization
- Stylistic variation
- Rhetorical mode
- Description
- Narration
- Process
- Writing letters
- Complaint and business letter
- Letter of application
- Letter of request

American Culture and Life Skills (10 - 14 Hours)

- Consumer education
- Traditions, customs, and holidays
- Traditional and non-traditional family and social life
- Instructional styles and classroom conventions and expectations in college and adult classes
- Diversity in society, including in educational settings and the workplace
- Cross-cultural exercises
- Information regarding US citizenship
- Information about the American educational system and courses as appropriate to the setting and needs of participants

Total Hours: 140-224

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No Value

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Repeatable

Justification (if repeatable was chosen above)

Non-credit courses

Resources

Did you contact your departmental library liaison?

No Value

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No Value

Were there any DEIA changes made to this outline?

No Value

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

No Value

If additional resources are needed, add a brief description and cost in the box provided.

No Value