

## ESL40 : ENGLISH AS A SECOND LANGUAGE LEVEL 4

### General Information

|   |  |
|---|--|
| Author:                                     | <ul style="list-style-type: none"><li>Paul Mayer</li></ul>   |
| Course Code (CB01) :                        | ESL40  |
| Course Title (CB02) :                       | ENGLISH AS A SECOND LANGUAGE LEVEL 4   |
| 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) :              | CCC000619245   |
| 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 40 is designed for students at the high-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 clauses, a review of verb tenses, and vocabulary development. Emphasis is placed upon the direct study of English grammar appropriate for academic settings and overall effectiveness in communication. Lecture 140-224 hours. |
| Justification:                              | Coding/Category Change   |
| Academic Career:                            | <ul style="list-style-type: none"><li>Noncredit</li></ul>  |
| Mode of Delivery:                           | No value   |
| Author:                                     | No value   |
| Course Family:                              | No value   |

### Academic Senate Discipline

|                       |   |
|-----------------------|---|
| Primary Discipline:   | <ul style="list-style-type: none"><li>ESL: Non-Credit Instruction</li></ul> |
| 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)

Three 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

|  |           |
|--|-----------|
| <b>Minimum Credit Units (CB07)</b>           | 0         |
| <b>Maximum Credit Units (CB06)</b>           | 0         |
| <b>Total Course In-Class (Contact) Hours</b> | 140 - 224 |
| <b>Total Course Out-of-Class Hours</b>       | 0 - 0     |
| <b>Total Student Learning Hours</b>          | 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  |
|------------------|-----------|
| Lecture Hours    | 140 - 224 |
| Laboratory Hours | 0         |

| Out of Class |
|--------------|
| 0            |
| 0            |

### Course Student Hours

|  |    |
|--|----|
| <b>Course Duration (Weeks)</b>         | 18 |
| <b>Hours per unit divisor</b>          | 54 |
| <b>Course In-Class (Contact) Hours</b> |    |

|                                  |   |   |              |           |
|----------------------------------|---|---|--------------|-----------|
| Studio Hours                     | 0 | 0 | Lecture      | 140 - 224 |
|                                  |   |   | Laboratory   | 0         |
|                                  |   |   | Studio       | 0         |
|                                  |   |   | <b>Total</b> | 140 - 224 |
| <b>Course Out-of-Class Hours</b> |   |   |              |           |
|                                  |   |   | Lecture      | 0         |
|                                  |   |   | Laboratory   | 0         |
|                                  |   |   | Studio       | 0         |
|                                  |   |   | <b>Total</b> | 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

ESL30 - ENGLISH AS A SECOND LANGUAGE LEVEL 3 (in-development)

#### 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.

OR

#### Prerequisite

Placement is based upon performance on a division placement assessment

## Entry Standards

Entry Standards

Description

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

Laboratory

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Collaborative Learning

Methods of Instruction

Guest Speakers

Methods of Instruction

Field Activities (Trips)

## Out of Class Assignments

- Fill-in-the-blank grammar exercises (e.g. \_\_\_\_\_ the cold weather, we stayed home. (Because of));

- Write multi-paragraph essays;
- 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  |
| Activity (answering journal prompt, group activity) | Involvement in group projects   |
| Project/Portfolio                                   | Works-in-progress   |
| Exam/Quiz/Test                                      | Exit examination  |

#### Textbook Rationale

No Value

#### Textbooks

| Author                               | Title  | Publisher      | Date | ISBN           |
|--------------------------------------|--|----------------|------|----------------|
| Azar, Betty, and Stacy Hagan         | Fundamentals of English Grammar Student Book | Pearson        | 2017 | 978-0134268828 |
| Elbaum, Sandra N., and Judi P. Peman | Grammar in Context 3                         | Heinle-Cengage | 2019 | 978-0357140253 |
| Fuchs, Marjorie, and Margaret Bonner | Focus on Grammar 4                           | Pearson        | 2017 | 978-0134583303 |

#### Other Instructional Materials (i.e. OER, handouts)

No Value

#### Materials Fee

No value

### Learning Outcomes and Objectives

#### Course Objectives

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

Write a three-paragraph composition that contains an introductory paragraph, a body, and a conclusion.

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

Demonstrate understanding of the majority of face-to-face speech, recorded, and live dialogues in standard dialect at a normal rate, although some repetition may be required.

Decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.

Approximate standard American pronunciation well enough to be understood by typical fluent speakers of English.

## SLOs

**Respond with appropriate vocabulary to oral questions using Level 4 knowledge.**

Expected Outcome Performance: 70.0

*NESLD*  
NCR ESL Intermediate

Apply intermediate English reading, writing, listening, and speaking skills to be able to communicate effectively in English.

*ILOs*  
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.

*NESLD*  
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.

**Compose a multi-paragraph essay with appropriate evidence using the Level 0-4 grammar structures, vocabulary, and conventions**

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

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.

*NESLD*  
NCR ESL Intermediate

Apply intermediate English reading, writing, listening, and speaking skills to be able to communicate effectively in English.

*NESLD*  
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.

**Apply Level 4 knowledge to select appropriate responses in a grammar and reading comprehension exam.**

Expected Outcome Performance: 70.0

*NESLD*  
NCR ESL Intermediate

Apply intermediate English reading, writing, listening, and speaking skills to be able to communicate effectively in English.

*ILOs*  
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.

NESLD  
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.

## 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 (32-52 hours)

- Sentence structure - word order
- Affirmative
- Negative
- Interrogative
- Do for emphasis and affirmative, negative, and imperative sentences
- Sentence elements
- Gerunds
  - As subject (Swimming is fun.)
  - As object of preposition (They talked about going . . .)
  - Go + activity (go hiking)
- Adjective clauses
  - Introduced by relative pronouns (who/which/that as subject and object)
  - Omitted relative pronouns
  - Punctuation (restrictive/non-restrictive) with who/which/that
- Verb tenses and modes
  - Tenses in active and passive voice
  - Past perfect
  - Past perfect continuous
  - Modal auxiliaries to show past possibility, probability, and past direction not taken: could have gone, should have done, could have been taken, etc.
  - Causative verbs: let, make, have, get
  - Verbs followed by infinitives: arrange, seem, etc.
  - Verbs followed by gerunds: delay, recall, etc.
  - Phrasal verbs and preposition combinations: transitive/separable (pass something out, straighten something up, etc.), transitive/inseparable (get off something, look into something, etc.), intransitive/inseparable (get ahead, show up, etc.), transitive/separable (do something over, bring someone down, etc.), and three-word phrasal verbs (get together with someone, etc.)
- Infinitives
  - After verbs: placement of object (I want to go vs. I want him to go.)
  - After adjectives (It's dangerous to ride a motorcycle.)

- Of purpose (He went there to learn English.)
- As subject (To swim . . .)
- Passive Voice
  - Performer vs. no performer
  - Direct object (as passive subject) vs. indirect object
  - Modals (present tense)
  - Stative verbs v. With "get" + adjective
  - Participial adjectives (-ed, -ing adjectives)
  - Past passive modals (It should have been done.)

### **Listening Comprehension (14-22 hours)**

- Reductions that occur in natural rapid speech
- Inference
- Dictations, cloze exercises, dicta-comps: (Reconstructions of passages from notes)
- Situational dialogs
- Non-native accents and regional dialects
- Note-taking and comprehension of mini-lectures

### **Speaking (27-43 hours)**

- Pronunciation
  - Identification and production of sounds and intonation patterns contained in dialogues or other spoken material
  - Word and sentence stress
  - Reductions that occur in rapid speech
- Oral communication
  - Informal practice in pairs, groups and before the class
  - Dialogues, speeches, and communicative tasks (e.g. asking questions to obtain information.)
  - Idioms, sayings, expressions, euphemisms

### **Reading (27-43 hours)**

- Vocabulary building
  - Word families: affixes, roots, parts of speech
  - Use of glossaries and vocabulary lists
  - Use of deduction to determine word meanings from context
- General reading
  - Pre-and post- reading strategies
  - Subject matter: literature, articles, and essays Length: moderate length articles and passages: one long passage or short novel
- Comprehension
  - Facts, main idea, inference, prediction, paraphrase, summary, and drawing conclusions
- Skills
  - Skimming
  - Scanning
  - Factual recall of information
  - Fluency
  - Oral reading (reading aloud): intonation, sentence stress, cadence, and rhythm

### **Writing (27-43 hours)**

- Mechanics of writing
  - Capitalization
  - Punctuation: period, question mark, exclamation point, quotation marks, comma, semi-colon, colon, hyphen, and dash
  - Spelling
- Sentence and paragraph writing and rewriting
  - Form: title, indentation, margins
  - Paragraph structure: topic sentence, transitional devices, developmental sentences, and concluding sentences
  - Essay structure: introductory paragraph, body, and conclusion
  - Organization: unity, development, and coherence
  - Rhetorical mode: narration, process, summary
- Writing letters
  - Complaints and business letters
  - Letter of application
  - Letter of request

### **American Culture and Life Skills (14-21 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 issues
- 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**

Not Repeatable

### **Justification (if repeatable was chosen above)**

No Value

## **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