

## ESL45 : English as a Second Language Level 4 for Work

### General Information

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Attachments:	DE Addendum_NCESL_45 COR_5:10:2023 CoDE_5:28:2024.pdf
Course Code (CB01) :	ESL45
Course Title (CB02) :	English as a Second Language Level 4 for Work
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:	Yes
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000622781
Curriculum Committee Approval Date:	10/09/2024
Board of Trustees Approval Date:	11/19/2024
Last Cyclical Review Date:	11/01/2020
Course Description and Course Note:	ESL 45 is designed for students at the high-intermediate level of English acquisition. This course provides instruction in workplace reading and writing, grammar, verbal communication skills, comprehension of spoken English, and development of soft skills (interpersonal skills) for a vocational context. Additionally, the course emphasizes culturally-appropriate, effective communication in a variety of workplace situations. Lecture 160-224 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>	160 - 224
<b>Total Course Out-of-Class Hours</b>	0 - 0
<b>Total Student Learning Hours</b>	160 - 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	160 - 224	0
Laboratory Hours	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	160 - 224
			Laboratory	0
			Studio	0
			<b>Total</b>	160 - 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

Placement is based upon performance on a division placement assessment

OR

#### 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

ESL35 - English as a Second Language Level 3 for Work (in-development)

##### Objectives

- Demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations sufficient to pass unit tests and the divisional grammar master test for this level.

- Write a cohesive paragraph with a clear topic sentence, supporting ideas, and mechanical accuracy.
- Respond to questions about listenings, videos, role plays, and lectures.
- Read, interpret, or fill out a variety of workplace documents.

## 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	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Guest Speakers

<b>Methods of Instruction</b>	Presentations
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<b>Methods of Instruction</b>	Field Activities (Trips)
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<p><b>Out of Class Assignments</b></p> <ul style="list-style-type: none"> <li>• Textbook grammar exercises (e.g. Sal was laid off _____ his frequent tardiness (because of).</li> <li>• Write multi-paragraph essays or work-related writing assignments</li> <li>• Respond to speaking prompts to practice conversational fluency</li> <li>• Complete workplace documents ( e.g. cover letter)</li> <li>• Prepare for a mock job interview (e.g. rehearse common questions)</li> <li>• Create a job portfolio containing multiple drafts of an email cover letter, resume, application, and follow-up email</li> <li>• Read excerpts of fiction and non-fiction sources</li> </ul>
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<b>Methods of Evaluation</b>	<b>Rationale</b>
Exam/Quiz/Test	Quizzes and unit tests
Presentation (group or individual)	Involvement in group projects
Project/Portfolio	Job portfolio
Activity (answering journal prompt, group activity)	Mock job interview
Exam/Quiz/Test	Conversations with instructor to assess listening comprehension and speaking ability
Exam/Quiz/Test	Exit examination

<p><b>Textbook Rationale</b></p> <p>No Value</p>
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<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
Susan Gaer	Project Success 4	Pearson	2014	978-0-13-294242-3
Betty S. Azar	Understanding & Using English Grammar	Pearson	2017	978-0134275239
Gretchin Bitterlin	Venture Transitions	Cambridge University Press	2018	9781108628990

<p><b>Other Instructional Materials (i.e. OER, handouts)</b></p> <p>No Value</p>
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## Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

Demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations.

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

Write a multi-paragraph cover letter or work-related composition that contains an introductory paragraph, body paragraphs, and a conclusion.

Demonstrate comprehension of the majority of face-to-face speech, recorded and live dialogues, and lectures, although some repetition may be required.

Read and interpret a variety of authentic workplace documents that may include readings up to 3,000- reading passages, make inferences, and summarize information.

### SLOs

**Respond with appropriate vocabulary to oral questions using Level 4 knowledge in a work-related context.** Expected Outcome Performance: 70.0

<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.
<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.

**Write a multi-paragraph work-related text using Level 0-4 appropriate grammar structures, vocabulary, and conventions.** Expected Outcome Performance: 70.0

<i>ILOs</i> 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.
<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.

**Apply level 4 knowledge, vocabulary, and grammar structures to a workplace situation(s) or exam in a workplace context.** Expected Outcome Performance: 70.0

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 (37-52)

- Sentence Structure
- Word Order
- Affirmative
- Negative
- Interrogative
- Sentence Elements
- Gerunds As Subject (Using a computer is a required skill.)
- As Object of Preposition (They talked about applying . . .)
- Infinitives Placement of Object (I want to work vs. I want him to work.)
- After Adjectives (It's dangerous to operate a forklift.)
- Of Purpose (He returned to receive more training.)
- As Subject (To work...)
- Verb Tenses and Modes
- Past Perfect
- Past Perfect Continuous
- Tenses in Active and Passive Voice
- Modal Auxiliaries to Show Past Possibility, Probability, and Past Direction not taken: could have gone, should have asked, could have been taken etc.
- Verbs Followed by Gerunds (delay, recall, etc.)
- Verbs Followed by Infinitives (arrange, seem, etc.)
- Causative Verbs: let, make, have, get, help
- Phrasal Verbs (Transitive /Intransitive, Separable/Inseparable, Three-Word Phrasal Verbs)
- Adjective Clauses Introduced by Relative Pronouns (who/which/that as subject and object)
- Punctuation (restrictive/non-restrictive) with who/which/that
- Omitted Relative Pronouns.
- Passive voice

- Performer vs. No Performer
- Direct Object (as passive subject) vs Indirect Object (as passive subject)
- Modals: Present Tense (should be done, must be obeyed, etc.)
- Participial Adjectives (-ed, -ing adjectives)
- Past Passive Modals
- Stative (Non-progressive)
- Passive Verbs
- Passive with Get + Adjective

#### **Listening Comprehension (15-21)**

- Reductions in Natural Rapid Speech
- Inference
- Cloze Exercises
- Situational Dialogs
- Note-taking Skills

#### **Speaking (30-42)**

- Pronunciation
- Identification and Production of Sounds and Intonation patterns Contained in Dialogues or Other Spoken Material
- Word and Sentence Stress
- Reductions in Rapid Speech
- Oral Communication
- Informal Pair, Group, and Whole Class Practice Dialogues
- Presentations, and Communicative Tasks (e.g. asking questions to obtain information)
- Idioms and Expressions

#### **Reading (28-39)**

- Vocabulary Building
- Word Families: prefixes, suffixes, parts of speech
- Adjectives to Describe Personal Strengths
- Synonyms and Antonyms
- Use of Learners' Dictionaries or Electronic Devices
- Idioms, Slang, and Common Workplace Expressions
- General Reading Pre-, During, and Post-reading Strategies
- Reading and Interpreting Charts, Graphs, Manuals Subject Matter
- Authentic Workplace Documents and Relevant Articles Length
- Moderate Length Articles and Documents
- Comprehension Facts, Main Idea, Inference, Prediction, Paraphrase, Summary, and Conclusions
- Skimming
- Scanning

#### **Writing (30-42)**

- Mechanics of Writing
- Capitalization, Punctuation, Formatting Paragraph and Essay Writing and Rewriting
- Form
- Essay Structure
- Organization
- Stylistic Variation
- Idea Development
- Genre
- Cover Letter
- Job Application
- Email (formal and informal)
- Resume

#### **Workplace Skills (20-28)**

- Workplace Cultural Norms
- Small Talk
- Body Language
- Cross-Cultural Awareness
- Soft Skills and Hard Skills
- Problem-solving and Team-building Exercises

**Total Hours: 160-224**

## 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