

ESL50 : ENGLISH AS A SECOND LANGUAGE LEVEL 5

General Information

Author:	<ul style="list-style-type: none">Paul Mayer
Course Code (CB01) :	ESL50
Course Title (CB02) :	ENGLISH AS A SECOND LANGUAGE LEVEL 5
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) :	CCC000619246
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 50 is designed for students at the advanced level of English acquisition. This course provides instruction in reading and writing; paragraph and essay structure; verbal communication skills; comprehension of academic, professional, and everyday spoken English; and development of life skills competencies. Special attention is given to the development of writing skills. 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">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)

Two 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
Lecture Hours	140 - 224
Laboratory Hours	0

Out of Class
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

Placement is based upon performance on a division placement assessment

OR

Prerequisite

ESL40 - ENGLISH AS A SECOND LANGUAGE LEVEL 4 (in-development)

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.

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

- Multi-paragraph essays with an introduction, body, and conclusion
- Speaking prompts to practice conversational fluency
- Excerpts of fiction and non-fiction sources

Methods of Evaluation

Other
Exam/Quiz/Test
Project/Portfolio
Exam/Quiz/Test

Rationale

Conversations with the teacher to asses listening comprehension and speaking ability
Quizzes and unit tests
Group projects
Exit examination

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Azar, B.S.	Understanding and Using English Grammar	Pearson	2017	978-0134268828
Maurer, J.	Focus on Grammar 5	Pearson	2017	978-0134583310

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 enough to pass unit tests and the divisional grammar mastery test for this level.

Write a five-paragraph essay that contains a thesis-statement, introductory paragraph, body and conclusion.

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

Demonstrate understanding of the majority of direct and indirect speech in the standard and regional dialects at a normal rate.

Decode 3,500-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.

SLOs

Respond with appropriate vocabulary to oral questions using Level 5 knowledge.

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> Advanced English as a Second Language Certificate of Completion	Communicate in advanced-level conversations to meet needs in community, school and workplace settings. Use advanced-level vocabulary and grammar to clearly and accurately communicate in community, school, and workplace settings.
--	---

<i>NESLD</i> NCR ESL Advanced	Use advanced English reading, writing, listening and speaking skills to communicate effectively in English
----------------------------------	--

Compose multi-paragraph essay with well-developed evidence using Level 0-5 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> NCR ESL Advanced	Use advanced English reading, writing, listening and speaking skills to communicate effectively in English
----------------------------------	--

<i>NESLD</i> Advanced English as a Second Language Certificate of Completion	Use advanced-level reading and writing to communicate for practical everyday, academic, and workplace needs. Use advanced-level vocabulary and grammar to clearly and accurately communicate in community, school, and workplace settings.
--	---

Apply Level 5 knowledge to select appropriate responses in a grammar and reading comprehension exam.

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> NCR ESL Advanced	Use advanced English reading, writing, listening and speaking skills to communicate effectively in English
----------------------------------	--

<i>NESLD</i> Advanced English as a Second Language Certificate of Completion	Use advanced-level reading and writing to communicate for practical everyday, academic, and workplace needs. Use advanced-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 (27-43 hours)

- Sentence Structure
- Reported and quoted speech
- Sentence Elements
- Noun Clauses
- Independent vs. dependent clauses
- Adjective Clauses
- Possessive Object of preposition
- Noun as a modifier
- Gerunds and infinitives
- Past
- Passive
- Past-passive
- Verb Tenses and modes
- Tenses in active and passive voice
- Future perfect
- Future perfect continuous
- Conditionals, wishes, and subjunctives; future, present and past
- Verbs followed by infinitives
- Verbs followed by gerunds
- Phrasal Verbs: transitive/separable and inseparable, intransitive
- Adverb Clauses to show condition, contrast
- Connectives expressing cause and effect, contrast, and condition

Listening Comprehension (14-22 hours)

- Inference and deduction
- Analysis of speeches, lectures, situational dialogues, and films
- Non-native accents and regional dialects

Speaking (27-43 hours)

- Pronunciation
- Discrimination and production of sounds and intonation patterns
- Word and sentence stress
- Reductions that occur in rapid speech
- Oral Communication
- Cross-cultural factors related to communication
- Dialogues, speeches, and communicative tasks
- Summarizing or reacting to written or spoken material Idioms, sayings, expressions, euphemisms

Reading (27-43 hours)

- Vocabulary Building
- Colloquialisms, slang and idioms Jargon and technical vocabulary
- Use of deduction for word meaning from context
- General Reading
- Pre- and post-reading strategies
- Subject matter: humanities, social and physical sciences, journalism
- Length: several-page articles and passages; short novels or non-fiction text
- Comprehension
- Identification of rhetorical modes
- Factual recall of detailed information
- Analysis of themes, meanings, and ideas
- Inference and prediction
- Paraphrase and summary
- Skills
- Review of skimming and scanning
- Fluency

Writing (32-52 hours)

- Rhetoric and rhetorical modes
- Thesis statement, development, unity, coherence, conclusion
- Style, tone, point of view, logic
- Research techniques and outlining T
- Types of rhetorical development
- Classification/definition
- Example
- Description
- Narration
- Comparison/contrast
- Argument
- Mechanics of writing
- Identification and elimination of fragments, comma splicing, and run-on sentences
- Punctuation: question marks, comma, semi-colon, hyphen, dash
- Essay Writing and rewriting
- Essay structure: thesis statement, introductory paragraph, body, conclusion
- Organization: unity, development, coherence
- Process: pre-writing, first draft, revision, editing, final copy

American Culture and Life Skills (13-21 hours)

- Ethics and values
- Politics, government, individuality, and ethnicity
- Instructional styles, classroom conventions, and expectations in college and adult classes
- Diversity in society, including in education and the workplace
- Cross-cultural issues

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