

# Glendale College Course Outline of Record Report

Course ID 000144  
Cyclical Review - November 2025

## ESL20 : English as a Second Language Level 2

### General Information

Author:	<ul style="list-style-type: none"> <li>• Paul Brazeau</li> <li>• Richer, Margaret</li> </ul>
Course Code (CB01) :	ESL20
Course Title (CB02) :	English as a Second Language Level 2
Department:	NESLD
Proposal Start:	Fall 2026
TOP Code (CB03) :	(4930.87) English as a Second Language–Integrated
CIP Code:	(32.0108) Developmental/Remedial English.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000619243
Curriculum Committee Approval Date:	11/26/2025
Board of Trustees Approval Date:	01/13/2026
Last Cyclical Review Date:	11/26/2025
Course Description and Course Note:	ESL 20 helps high-beginning ESL students learn English for life, academic, work, and digital success. Students improve their communication in short conversations and basic reading and writing tasks about past and future events and familiar situations. Students also study topics such as personal characteristics, transportation, directions, education, medicine, emergencies, telephone, housing, events, restaurants, clothes, and shopping. Lecture 160-224 hours.
Justification:	Mandatory Revision Content Change
Academic Career:	<ul style="list-style-type: none"> <li>• Noncredit</li> </ul>
Mode of Delivery:	<ul style="list-style-type: none"> <li>• In-Person</li> <li>• Online</li> </ul>
Author:	<ul style="list-style-type: none"> <li>• Paul Brazeau</li> <li>• Richer, Margaret</li> </ul>
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

### Last Course Offering

**When was this course last offered (term and year)?**

Fall, 2025

### 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)**

Five 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** 160 - 224

**Total Course Out-of-Class Hours** 0 - 0

**Total Student Learning Hours** 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.

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	160 - 224	0
Laboratory Hours	0	0
Studio 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>	
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

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation**

**Prerequisite**

Placement is based upon performance on a division placement assessment or completion of ESL 10 or ESL 15.

**OR**

**Prerequisite**

ESL10 - English as a Second Language Level 1 (in-development)

**Objectives**

- Identify and respond to basic questions and short conversations about everyday life, preferences, and feelings.
- Follow simple classroom instructions.
- Use greetings, introductions, and requests for help in real-life conversations.
- Describe daily activities, habits, future plans, past events, and abilities in speaking and writing.
- Name and describe people, things, preferences, and locations.
- Recognize and understand common signs, labels, dialogues, and short stories.
- Use vocabulary on topics like family, home, weather, shopping, food, school, places in the community, health, and work.
- Complete basic personal information forms (name, address, phone number).

- Write short sentences and simple paragraphs about yourself and your daily life.
- Show appropriate behavior following American social customs in conversations, public spaces, and work or school settings.
- Recognize American holidays and celebrations.
- Use class technology, simple applications, and websites to support language learning.

**OR**

### **Prerequisite**

ESL15 - English as a Second Language Level 1 for Work

#### **Objectives**

- Pronounce basic English vocabulary, phrases, and sentences clearly and naturally after appropriate modeling and instruction.
- Choose correct Level 0-2 grammatical forms and demonstrate usage in writing and speaking.
- Comprehend short dialogues and reading passage.
- Compose sentences and simple paragraphs using appropriate subject-verb agreement and other grammatical structures.
- Converse at a low-beginning level adequate for everyday use in a work-related setting.
- Compose simple sentences using correct punctuation, capitalization, and word order.

### **Entry Standards**

Entry Standards	Description
No value	No value

### **Course Limitations**

Cross Listed or Equivalent Course	Description
No value	No value

### **Requisite Validation**

**Upload Statistical Validation and/or other documents (if necessary)**

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                      Demonstrations

Methods of Instruction                      Guest Speakers

Methods of Instruction                      Presentations

### Out of Class Assignments

- Listening, speaking, reading, and writing practice
- Real-world application assignments including community engagement, workplace preparation, and civic participation
- Technology-enhanced assignments including digital learning activities
- Research projects
- Practical application tasks

### Methods of Evaluation

### Description of Activity/Interaction

Other    Ongoing observation and documentation

Project/Portfolio                              Portfolio assessments

Exam/Quiz/Test                                Performance-based assessments

Exam/Quiz/Test

Summative assessments using competency-based evaluations

Project/Portfolio

Project-based assessments

Exam/Quiz/Test

Standardized assessments, including EL Civics and CASAS

Exam/Quiz/Test

Authentic assessments

Exam/Quiz/Test

Accommodated assessments: differentiated evaluation methods

### Textbook Rationale

This is the most recent edition of Molinsky and Bliss's *Value Pack: Side by Side Plus 2*.

### Textbooks

Author	Title	Publisher	Date	ISBN
Bitterlin, Gretchen	Ventures 2 Student's Book and Workbook	Cambridge	2018	978-1108596923
Elbaum, Sandra N.	Grammar in Context 1	Heinle-Cengage	2020	978-0357140239
Azar, Betty S., and Stacy A. Hagen	Basic English Grammar with MyEnglishLab. 5th ed.	Pearson Education ESL	2024	9780134656601
Schoenberg, Irene	Focus on Grammar 2 with MyEnglishLab, 5th ed.	Pearson Education ESL	2017	9780134119984
Molinsky, Steven, and Bill Bliss	Value Pack: Side by Side Plus 2 Student Book and eText with Activity Workbook and Digital Audio	Pearson Education ESL	2015	9780134346670
Jenkins, Rob, and Staci Johnson	Stand Out 2 with the Spark Platform. 4th ed.	Heinle ELT	2023	9780357964262
Sarah Lynn, Ronna Magy, Federico Salas-Isnardi, et al.	Value Pack: Future 2 Student Book & Interactive eBook with MyEnglishLab & App + Future 2 Workbook with Audio. 2nd ed.	Pearson Education ESL	2019	9780137585953
Clandfield, Lindsay, et al.	Evolve Level 2 Student's Book with Digital Pack	Cambridge University Press	2022	9781009231794

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

No Value

**Learning Outcomes****Course Objectives**

Listen and respond to short conversations, instructions, and common requests in everyday life.

Give and follow multi-step directions in classroom, workplace, and public settings.

Use complete sentences to introduce yourself, describe routines, and make requests.

Express personal opinions and make comparisons.

Tell and write short personal stories about past experiences.

Describe present, past, and future activities, experiences, and events.

Read and interpret short paragraphs, dialogues, stories, schedules, and workplace materials.

Use vocabulary related to health, transportation, shopping, jobs, housing, goals, emergencies, and community services.

Write practical communication and simple paragraphs with topic sentences, supporting details, and correct punctuation.

Apply American social pragmatics, including small talk, politeness, punctuality, informality, eye contact, smiling, personal space, and directness.

Identify and discuss major U.S. holidays, traditions, and workplace expectations.

Use class technology to complete assignments, search for information, and communicate.

**SLOs**

Listen and respond verbally in school, work, and life settings using level 2 English.

Expected Outcome Performance: 70.0

Write for practical or academic purposes with clear organization and supporting details using level 2 structures and vocabulary.

Expected Outcome Performance: 70.0

Comprehend and use high-beginning vocabulary, sentence structures, and short reading and listening texts for everyday tasks, projects, and/or assessments.

Expected Outcome Performance: 70.0

Use cultural knowledge and language skills for communication in school, work, and community settings.

Expected Outcome Performance: 70.0

## Additional SLO Information

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

No

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

No

**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

#### Listening/Speaking (36–50 hours)

- Enhanced Sound Recognition & Production
  - Consonant clusters and blends
  - Basic connected speech
  - Word stress patterns in multi-syllable words
  - Clear pronunciation in extended conversations
- Natural Speech Patterns
  - Advanced contractions
  - Sentence stress: emphasized content words
  - Complex intonation patterns for information questions and Yes/No questions
  - Basic accent variation awareness and adaptation
- Inference and Interactive Communication
  - Understanding and expressing speaker intentions (requests, suggestions, complaints)
  - Interpreting and conveying emotional tone (happy, frustrated, worried)
  - Using context clues to understand unfamiliar words and asking for clarification
  - Recognizing and using basic humor in appropriate contexts
- Extended Information Exchange
  - Following and giving multi-step directions for locations and procedures
  - Understanding and discussing schedules, appointments, and time management
  - Prices, quantities, and measurement details
  - Sharing and comprehending personal stories with a sequence of events
- Situational Interactive Dialogues
  - Asking for and giving directions with landmarks
  - Discussing public transit schedules and routes
  - Describing symptoms and making medical appointments
  - Participating in rental and housing conversations

- Navigating academic procedures and student services
- Discussing job responsibilities and work experience
- Reporting emergencies and understanding safety instructions
- Communication Skills
  - Following and giving multi-step instructions
  - Distinguishing and expressing main ideas from supporting details
  - Understanding and explaining cause and effect relationships
  - Summarizing and retelling key information from conversations
  - Turn-taking in longer conversations
- Technology and Media Communication
  - Understanding and leaving voicemail messages
  - Following automated phone systems and providing appropriate responses
  - Comprehending basic online content and participating in simple digital communication
- Speech Presentation and Formal Communication
  - Preparation and presentation of simple informal speeches on personal topics
  - Oral reading of compositions about personal experiences and familiar situations
  - Participating in small group discussions
  - Using appropriate register for different social and professional contexts

### Reading (36–50 hours)

- Decoding Skills
  - Complex consonant clusters and blends
  - Multi-syllable word recognition
  - Word stress patterns in reading
  - Phonetic analysis
- Vocabulary Building
  - Extended vocabulary
  - Word families and morphological patterns
  - Context clues from surrounding sentences and paragraphs
  - Synonyms and antonyms for common words
  - Topic-specific vocabulary: personal characteristics, transportation, directions, education, medicine, emergencies, housing, events, restaurants, food, clothing
- Dictionary and Reference Skills (Advanced)
  - Standard ESL dictionaries with definitions
  - Online dictionary navigation
  - Multiple meaning words
  - Understanding pronunciation guides
- Pre-Reading and Reading Strategies
  - Prediction based on titles, headings, and prior knowledge
  - Skimming for general topics and main ideas
  - Scanning for specific information and details
  - Understanding text organization and paragraph structure
- Practical and Topic-Specific Reading
  - Transportation materials
  - Medical forms
  - Restaurant materials
  - Shopping materials
  - Workplace forms
  - School materials
- Reading Comprehension (Complex)
  - Factual recall of detailed information from multi-paragraph texts
  - Main idea identification and supporting details
  - Compare and contrast information
  - Drawing conclusions and making inferences
  - Understanding cause and effect relationships
  - Sequence of events in longer narratives
- Text Types (Advanced)
  - Multi-paragraph dialogues and conversations
  - Descriptive texts about people, places, and events
  - Basic narrative texts about personal experiences and familiar situations
  - How-to instructions with multiple steps
  - Simple workplace and academic texts
  - Short news articles on familiar topics
  - Personal and business correspondence

**Writing (36–50 hours)**

- Mechanics of Writing
  - Capitalization, sentence punctuation (period, question mark, comma, exclamation mark)
  - Apostrophes in contractions and possessives, spelling
- Sentence and Paragraph Structure
  - Sentence and paragraph writing and rewriting: form, title, indentation, margins, organization
- Rhetorical Modes
  - Description: personal characteristics, clothing, housing, restaurants, events
  - Narration: past events, personal experiences, future plans
- Writing Process
  - Process approach: first draft, edit, final draft
- Practical and Topic-Based Writing
  - Form and application completion
  - Personal writing: describing characteristics, family, experiences
  - Event writing: invitations, social activities
  - Shopping writing: shopping lists
- Digital Writing
  - Emails and text messages: appointment requests (medical, school, services)

**Cultural Competency (15–22 hours)**

- Social Norms and Interactions
  - Social pragmatics
  - Networking and professional relationship building
  - Appropriate assertiveness and self-advocacy
- Cultural Values
  - American individualism: personal responsibility, self-reliance, independence
  - Equality and fairness: understanding diverse perspectives, addressing discrimination
  - Time consciousness: scheduling expectations, planning culture
  - Direct communication: feedback culture
- Cultural Traditions and Celebrations
  - Holiday workplace and social policies: participation expectations, cultural sensitivity
  - Patriotic expressions: appropriate participation, respecting diverse viewpoints
  - Community celebrations: local festivals, civic events, neighborhood traditions
- Diversity and Inclusion
  - Cultural competence: working and socializing with diverse populations
  - Inclusive practices: community acceptance, respectful communication
  - Understanding American multiculturalism and immigrant experiences

**Language Structures (37–52 hours)**

- Sentence Structure
  - Basic sentence structure: affirmative, negative, interrogative
  - Question words and phrases: who, what, where, when, why, how, how much, how many, how often
  - Yes/no questions: short answers and tag questions
- Imperatives
  - Commands and instructions, polite imperatives
  - Negative imperatives
  - Imperatives with object pronouns
  - Imperatives for directions and procedures
- Nouns and Pronouns
  - Noun phrases: count and non-count nouns, possessive nouns, possessive pronouns, reflexive pronouns, indirect object pronouns, partitives
  - Noun modifiers (adjective phrases): adjectives, comparatives, superlatives, and equatives too and enough, very + adjective, quantifiers
- Verb Tense
  - Simple past (regular and irregular), present, future (will)
  - Past continuous
  - Future continuous
- Modal
  - Modal auxiliaries and "quasi-modals": should, can't (for prohibition), could, might, must (for necessity), mustn't, be able to, don't have to, have got to
- Complex Verb Patterns
  - Verb + infinitive: like to, want to, need to, etc.; like vs. would like
- Connecting Ideas
  - Real conditional
  - Verb modifiers: adverbial phrases of time, place, manner, comparatives
  - Time expressions: just, in, on, at

- Connectors: because, so
- Grammar Application in Communication
  - Past and future tense usage
  - Complex question formation
  - Modal auxiliaries in more nuanced communication
  - Comparative and superlative forms in descriptions and choices
  - Real conditionals in problem-solving
  - Connectors in more coherent communication

**Total Hours: 160-224**

## Additional Information

### Repeatability

Repeatable

### Justification (if repeatable was chosen above)

Non-credit courses

### Is it possible this course will have a material fee?

No

### I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

Yes

### What term(s) will this course be offered?

Fall/Winter/Spring/Summer

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

- No

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

No Value