

# Glendale College

## Course Outline of Record Report

Course ID 000146  
Cyclical Review - November 2025

### ESL40 : English as a Second Language Level 4

#### General Information

Author:	<ul style="list-style-type: none"> <li>Paul Brazeau</li> <li>Richer, Margaret</li> </ul>
Course Code (CB01) :	ESL40
Course Title (CB02) :	English as a Second Language Level 4
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) :	CCC000619245
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 40 helps high-intermediate ESL students refine their English language skills for more effective communication in diverse contexts. Students engage in listening, speaking, reading, and writing activities with a focus on critical thinking, structured writing, and problem-solving. Topics may include current events, cultural issues, academic subjects, and workplace communication. 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

### 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

	<b>In Class</b>	<b>Out of Class</b>
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

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

**Prerequisite**

Placement is based upon performance on a division placement assessment

OR

**Prerequisite**

ESL30 - English as a Second Language Level 3 (in-development)

**Objectives**

- Understand and respond to conversations, instructions, and workplace interactions.
- Express opinions and preferences in discussions on familiar topics.
- Use correct verb tenses (simple and progressive present and future, present perfect, and present perfect progressive) in speech and writing.
- Compare and contrast people, places, and past experiences using descriptive language.
- Read and interpret short articles, instructions, and opinion-based texts.
- Apply academic and workplace vocabulary to discuss goals, tasks, and responsibilities.
- Write practical communication and academic work using organized paragraphs with topic sentences, supporting ideas, and correct punctuation.
- Summarize main ideas from readings, conversations, or short videos.
- Demonstrate understanding of diversity, inclusion, and cultural awareness in work, school, and social interactions.
- Explain the meaning and impact of major U.S. holidays, customs, and traditions.
- Use technology to research basic information, collaborate, and communicate for language learning.
- Present stories or topics to groups with increasing confidence.

OR

**Prerequisite**

ESL35 - English as a Second Language Level 3 for Work

**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	Laboratory
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Field Activities (Trips)

<b>Methods of Instruction</b>	Guest Speakers
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<b>Methods of Instruction</b>	Presentations
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<b>Methods of Instruction</b>	Discussion
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<p><b>Out of Class Assignments</b></p> <ul style="list-style-type: none"> <li>• Listening, speaking, reading, and writing practice</li> <li>• Real-world application assignments including community engagement, workplace preparation, and civic participation</li> <li>• Technology-enhanced assignments, including digital learning activities</li> <li>• Research projects</li> <li>• Family and life skills integration, including practical application tasks</li> </ul>
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<b>Methods of Evaluation</b>	<b>Description of Activity/Interaction</b>
Other	Ongoing observation and documentation
Project/Portfolio	Portfolio
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

<p><b>Textbook Rationale</b></p> <p>Fuchs and Bonner's <i>Focus on Grammar 4</i> is the most recent edition. Staci Johnson's <i>Stand Out 4</i> is also the most recent edition of that textbook.</p>
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<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
Azar, Betty, and Stacy Hagan	Fundamentals of English Grammar Student Book, 5th Edition	Pearson	2019	978-0136534495
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
Johnson, Staci	Stand Out 4: Textbook and Workbook Pack. 3rd ed.	National Geographic Learning	2017	9781337201261
Lynn, Sarah	Value Pack: Future 4 Student Book & Interactive eBook with MyEnglishLab & App + Future 4 Workbook with Audio. 2nd ed.	Pearson Education ESL	2019	9780137586356
Goldstein, Ben, and Ceri Jones	Evolve Level 4 Student's Book with eBook	Cambridge University Press	2022	9781009230827
<b>Other Instructional Materials (i.e. OER, handouts)</b>				
No Value				

## Learning Outcomes

### Course Objectives

Interpret and respond to conversations, news reports, and short lectures on familiar topics.

Follow complex instructions in academic, professional, and daily settings.

Participate in group discussions by stating and supporting opinions, asking follow-up questions, and responding to differing viewpoints using appropriate turn-taking.

Present compelling topics or personal stories using varied sentence structures, including complex and compound sentences.

Analyze and explain information from readings, charts, and workplace materials.

Read and interpret news articles, short essays, and work-related documents.

Apply domain-specific vocabulary in professional and academic settings.

Write multi-paragraph texts (emails, reports, opinion essays) with clear organization.

Summarize key points from written and spoken materials.

Compare cultural values in communication styles, workplace behavior, and etiquette.

Examine the significance of major U.S. holidays, diversity, and cultural traditions.

Use technology for research, collaboration, and professional communication.

## SLOs

Converse in academic, work, and life settings using Level 4 English.

Expected Outcome Performance: 70.0

Write multi-paragraph texts for practical or academic purposes with clear organization, transitions, and supporting details using level 4 structures and vocabulary.

Expected Outcome Performance: 70.0

Apply high-intermediate vocabulary and language structures from a variety of reading and listening texts to practical communication, class projects, and/or assessments.

Expected Outcome Performance: 70.0

Analyze differences in American cultural ideas in academic, workplace, and/or life contexts.

Expected Outcome Performance: 70.0

## Course Content

### Lecture Content

#### Listening and Speaking Skills (36-50 hours)

- Conversation and Information Types
  - Academic contexts
  - Professional contexts
  - Social and cultural contexts
  - Media and current events
- Listening Comprehension Skills
  - Note-taking and key information summarization
  - Understanding different viewpoints on familiar issues
  - Recognition of register differences in social and professional situations
  - Information comparison from multiple supplied sources
  - Following basic digital instructions
- Speaking Production Skills
  - Opinion expression with reasoning and examples
  - Professional communication etiquette and register awareness
  - Information summary and explanation from various materials
  - Conversation leadership techniques and discussion facilitation strategies
  - Presentation organization with supporting evidence and examples
  - Inclusive communication and respectful language practices
  - Follow-up question patterns and clarification techniques
- Pronunciation and Fluency
  - Clear articulation of academic and professional vocabulary
  - Word stress patterns in multi-syllabic words
  - Intonation for questions, statements, and opinions
  - Appropriate pace and volume for presentations
  - Connected speech and reductions

- Rhythm and stress in extended discourse

### Reading Skills (36-50 hours)

- Document Types
  - Academic texts and workplace documents
  - Professional emails and business letters
  - Job applications and career exploration materials
  - Personal, professional, and academic development texts
  - Healthcare and community service information
  - Technology-related materials about daily life, work, and education
  - Digital platform instructions and online learning materials
  - News articles on local and national topics
  - Immigration experience and cultural adaptation materials
- Text Features
  - Charts and graphs from workplace and academic materials
  - Multi-paragraph compositions with clear organization
  - Simple business letter and email formats
  - Academic planning and goal-setting documents
  - Digital text features and online navigation elements
  - Reading materials and images representing diverse populations
- Vocabulary Development
  - Common idiomatic expressions
  - Academic and workplace vocabulary
  - Technology and digital literacy terms
  - Basic comparison and opinion vocabulary
  - Cultural and civic participation vocabulary
  - Technology-related vocabulary and digital communication terms

### Writing Skills (36-50 hours)

- Document Types
  - Multi-paragraph compositions with clear topic sentences and organization
  - Professional emails and simple business letters
  - Job application materials
  - Personal experience and background narratives
  - Academic planning and goal-setting documents
  - Digital communication (online discussions, collaborative platforms)
- Text Organization
  - Writing process: brainstorming, outlining, drafting, peer review, editing and proofreading
  - Clear topic sentences and paragraph organization
  - Note-taking and summarization formats
  - Simple business communications structures
  - Academic and professional writing formats
  - Compare/contrast and cause and effect organizational patterns
- Language Development
  - Professional communication register and etiquette
  - Academic writing vocabulary and structures
  - Appropriate language for different social and professional situations
  - Basic research notetaking and information summary
  - Digital communication conventions and online etiquette

### Cultural Competencies (15-22 hours)

- Consumer and Civic Awareness
- American traditions, customs, and holidays
- Diversity in society, including educational settings and the workplace
- Inclusion, equity, and accessibility in American society
- Cross-cultural communication and awareness
- American educational system overview
- Academic expectations and student responsibilities
- Understanding current events and their impact on daily life
- Media literacy and interpreting news sources
- Environmental sustainability, climate change awareness, and green practices in daily life and the workplace
- Key events and movements in American history

### Language Structures (37-52 hours)

- Sentence Structure
  - Simple, complex and compound sentence patterns

- Affirmative, negative, interrogative
- Gerund
  - As subject,
  - Object of preposition,
  - Go + activity
- Verb Tense Systems
  - Active and passive voice in all tenses
  - Past perfect and past perfect continuous
  - Past modals
- Complex Verb Patterns
  - Causative verbs: let, make, have, get
  - Phrasal verbs
  - Infinitives: after verbs, adjectives, purpose, as subject
  - Passive voice
  - Participial adjectives: -ed, -ing forms
- Grammar Applications in Communication
  - Sentence variety and complexity
  - Question formation mastery
  - Voice and focus selection
  - Verb pattern flexibility
  - Phrasal and participial competence
  - Error recognition and self-correction
  - Register-appropriate structure

**Total Hours: 160-224**

## Additional Information

### Repeatability

Not 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