

## ESL10 : English as a Second Language Level 1

### General Information

Author:	<ul style="list-style-type: none"><li>Paul Mayer</li></ul>
Course Code (CB01) :	ESL10
Course Title (CB02) :	English as a Second Language Level 1
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) :	CCC000619285
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 10 is designed for students at the low beginning level of English acquisition. This course provides instruction on simple reading and writing, basic sentence and paragraph structure, spelling and phonemic correspondences, and listening and oral communication skills. Students read and listen to dialogues and compose and practice original dialogs. Other activities include reading of short stories or paragraphs, writing sentences and short paragraphs, role playing of everyday situations, listening comprehension, dictation, and life skills competencies. 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)

Six 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>	280 - 448
<b>Total Student Learning Hours</b>	420 - 672

### 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>
Lecture Hours	140 - 224
Laboratory Hours	0

<b>Out of Class</b>
280 - 448
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	280 - 448
			Laboratory	0
			Studio	0
			<b>Total</b>	280 - 448

### 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

ESL1 - English as a Second Language Literacy

#### Objectives

- Identify, print, alphabetize, and use uppercase and lowercase letters.
- Identify, write, and use numbers 1-100.
- Follow instructions and commands given by the teacher or text.
- Demonstrate phonemic and phonics awareness (initial and final consonants and short and long vowels).
- Use beginning decoding skills, and read a limited number of sight words as encountered in life skill exercises.
- Initiate and respond to greetings and leave-takings, make introductions and show gratitude.
- Ask for and give personal information in conversation and on forms.
- Use a calendar, talk about time and describe daily routines.
- Identify coins and bills, ask about prices, write a check, recognize identification and bank cards.
- Ask for and give information about school.
- Identify common foods, talk about the three basic meals, and dramatize how to order a meal in a restaurant.
- Identify parts of the body, talk about health, make appointments, write absence notes, and make emergency phone calls.
- Express feelings and relate likes and dislikes.
- Identify common occupations, fill out forms related to work and job applications, and write signatures.
- Identify signs with one word or symbol, such as restroom signs.
- Read and comprehend simple sentences containing course vocabulary.
- Compose simple sentences using correct punctuation, capitalization, and word order.
- Choose correct grammatical forms and demonstrate usage in written and conversational forms.
- Complete a test in scantron form.

OR

## Prerequisite

Placement is based upon performance on a division placement assessment or completion of ESL 1.

## Entry Standards

Entry Standards	Description
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No value	No value
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## Course Limitations

Cross Listed or Equivalent Course	Description
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No value	No value
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## Specifications

### Methods of Instruction

Methods of Instruction	Lecture
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Methods of Instruction	Laboratory
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Methods of Instruction	Multimedia
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Methods of Instruction	Collaborative Learning
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Methods of Instruction	Demonstrations
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Methods of Instruction	Field Activities (Trips)
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Methods of Instruction	Guest Speakers
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**Methods of Instruction**

Presentations

**Out of Class Assignments**

- Complete fill-in-the-blank exercises (e.g. I \_\_\_\_ to school every day (go));
- Vocabulary matching exercises (e.g. Match the word to its definition);
- Create simple sentences;
- Respond to speaking prompts to practice conversational fluency.

**Methods of Evaluation****Rationale**

Other	Conversations with the teacher to assess listening comprehension and speaking ability
Exam/Quiz/Test	Quizzes and unit tests
Project/Portfolio	Group projects
Project/Portfolio	Works-in-progress
Exam/Quiz/Test	Exit examination

**Textbook Rationale**

No Value

**Textbooks**

Author	Title	Publisher	Date	ISBN
Bitterlin, Gretchen, et al	Ventures 1 Student's Book and Workbook	New York: Cambridge,	2018	978-1108646017
Molinsky, Steven	Side by Side Plus 1 Plus student book and eText with Activity Workbook and Digital Audio	White Plains: Pearson	2016	978-0-133828740

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

No Value

**Materials Fee**

No value

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

Write capital and lowercase letters legibly and demonstrate knowledge of alphabetical order and capitalization rules.

Pronounce basic English vocabulary, phrases, and sentences clearly and naturally after appropriate modeling and instruction.

Comprehend short dialogues and reading passages such as those presented in the textbooks.

Compose sentences and simple paragraphs using appropriate subject- verb agreement and other grammatical structures.

Demonstrate comprehension of spoken English in familiar everyday contexts within limited semantic discourse realms.

Compose simple sentences using correct punctuation, capitalization, and word order.

Choose correct grammatical forms and demonstrate usage in written and conversational forms.

Complete a test in scantron form.

## SLOs

**Respond with appropriate vocabulary to oral questions using level 1 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.
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<i>NESLD</i> Beginning English as a Second Language Certificate of Completion	Communicate in beginning-level conversations to meet the needs in community, school, and work settings.  Use beginning-level vocabulary and grammar to clearly and accurately communicate in community, school, and workplace settings.
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<i>NESLD</i> NCR ESL Beginning	Show beginning conversational speaking competence.
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**Compose a guided paragraph using Level 0-1 grammar structures, vocabulary, and conventions.**

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.
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<i>NESLD</i> Beginning English as a Second Language Certificate of Completion	Use beginning-level reading, writing and grammar for everyday, school, and workplace purposes.  Use beginning-level vocabulary and grammar to clearly and accurately communicate in community, school, and workplace settings.
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<i>NESLD</i> NCR ESL Beginning	Write a simple paragraph.
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Apply Level 1 knowledge to select appropriate responses in a grammar and reading comprehension exam.

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 NCR ESL Beginning	Demonstrate mastery of beginning level English grammar
NESLD Beginning English as a Second Language Certificate of Completion	Use beginning-level reading, writing and grammar for everyday, school, and workplace purposes. Use beginning-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 (31 - 43 hours)

- Basic sentence structure-word order
- Affirmative
- Negative (including contractions with "n't")
- Interrogative
- Question words and phrases: who, what, where, when, why, how many, how much, how often, etc.
- Yes/no questions (and short answers)
- Imperatives
- Sentence elements
- Nouns: singular, plural, possessive, counting vs. non-counting nouns, pronouns, and articles
- Noun modifiers (adjective phrases): numbers, colors, size, shape, quality, feelings, and mental states
- Possessive adjectives
- Object pronouns
- Articles: definite and indefinite
- Verb tenses and modes
- Simple present, present continuous, simple past including common irregular forms, simple future (with be going to)
- Imperatives
- Modals: may, can, have to,
- Existentials: there is/there are
- Verb + infinitive: want to
- Adverbs of time and frequency

- Time expressions
- Function words; prepositions of time and location, conjunctions
- Demonstratives: this, that, these, those

#### **Listening Comprehension (16 - 22 hours)**

- Understand reductions which occur in natural speech
- Infer meaning
- Decipher specific information through dictation
- Understand simple situational dialogues and questions
- Demonstrate comprehension of simple statements and instructions
- Understand requests for simple clarification

#### **Speaking (33 to 47 hours)**

- Pronunciation
- Identification and production of sounds and intonation patterns
- Word and sentence stress
- Grapheme-phoneme (letter-sound) correspondence
- Conversation: practice communication skills through the use of dialogues and simple idioms and expressions while using correct grammar

#### **Reading (33 - 47 hours)**

- Vocabulary building
- Word families: affixes
- Use of glossaries and vocabulary lists
- Use of picture and/or simple monolingual ESL dictionaries
- Use of deduction to determine word meaning from context
- Parts of speech
- Synonyms and antonyms
- General reading
- Pre-reading strategies: picture cues, titles, captions
- Basic reading of written directions, schedules, newspapers, applications, forms, dialogs, reading passages
- Comprehension
- Factual recall of information
- Main idea
- Prediction
- Compare/contrast
- Oral reading
- Phonetic analysis: vowels and consonants, blends
- Intonation and sentence stress

#### **Writing (31 - 43 hours)**

- Alphabet: recognize, name, write, and alphabetize
- Mechanics of writing
- Capitalization
- Sentence punctuation: period, question marks, commas, and exclamation marks
- Apostrophe in contractions and possessives
- Spelling
- Sentence and short paragraph writing and rewriting
- Form: affirmative, negative, interrogative
- Rhetorical mode: simple description and narration
- Complete forms and applications
- Writing letters
- Personal
- Letter of excuse

#### **American Culture and Life Skills (16 - 22 hours)**

- Personal data, consumer education, survival vocabulary (telephone employment, health, transportation, housing, public agencies)
- Traditions, customs and holidays
- Traditional and non-traditional family life
- Classroom expectations in college and adult educational settings
- Diversity in society
- Information regarding citizenship
- Information about the American educational system and courses as appropriate to the setting and needs of the 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

