

ESL20 : ENGLISH AS A SECOND LANGUAGE LEVEL 2

General Information

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Course Code (CB01) :	ESL20
Course Title (CB02) :	ENGLISH AS A SECOND LANGUAGE LEVEL 2
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) :	CCC000619243
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 20 is designed for students at the high-beginning level of English acquisition. This course provides instruction in reading and writing, basic sentence and paragraph structure, spelling, verbal communication skills, listening comprehension of everyday spoken English, and development of life skills competencies. Emphasis is placed upon the study of grammar and vocabulary necessary for everyday life and general understanding of spoken English. 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)

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	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

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

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.

OR

Prerequisite

Placement is based upon performance on a division placement assessment

OR

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

Demonstrations

Methods of Instruction

Guest Speakers

Methods of Instruction

Presentations

Out of Class Assignments

- Fill-in-the-blank grammar exercises (e.g. John ___ play the piano. (likes to))
- Write detailed sentences and/or simple paragraphs
- Respond to speaking prompts to practice conversational fluency

Methods of Evaluation

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

Rationale

Conversations with the teacher to assess listening comprehension and speaking ability
Quizzes and unit tests
Involvement in group projects
Works-in-progress
Exit examination

Textbook Rationale

No Value

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
Lynn, Sarah, et al	Future 2 Student Book and Workbook	Pearson	2018	978-0134858494

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

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Approximate standard American pronunciation to be understood by typical fluent speakers of English.

Create verbal and written statements in the present, past, or future tenses related to basic needs and common activities.

Respond to questions about short dialogues, monologues, and reading passages such as those presented in digital recordings or in textbooks.

Compose sentences and simple paragraphs using appropriate subject-verb agreement, tense, aspect (e.g. simple versus progressive), and other standard writing conventions.

Listen to and converse in spoken English about familiar everyday contexts within limited semantic and discourse realms.

SLOs

Compose a paragraph with support using level 0-2 grammar structures, vocabulary, and conventions.

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
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.

NESLD
NCR ESL Beginning

Write a simple paragraph.

Respond with appropriate vocabulary to oral questions using Level 2 knowledge.

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
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.

NESLD
NCR ESL Beginning

Show beginning conversational speaking competence.

Apply Level 2 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 (32-52 hours)

- 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 (detailed)
- Sentence elements
- 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 equitives, too and enough, very + adjective, quantifiers (much, many, a lot of, a few, a little)
- Verb tenses and modes
- Simple past (regular and irregular), present, future (will)
- Past continuous
- Modal auxiliaries and "quasi-modals:" should, can't (for prohibition), could, might, must (for necessity), musn't, be able to, don't have to, have got to Verb + infinitive: like to, want to, need to, etc. like vs. would like
- Real conditional
- Verb modifiers: adverbial phrases of time, place, manner, comparatives, and clauses
- Time expressions: just, in, on, at
- Connectors: because, so

Listening Comprehension (14-22 hours)

- Inference Reductions which occur in natural speech
- Non-native accents in the classroom
- Simple situational dialogues
- Dialogues and questions
- Categorization of information
- Dictation Verbal directions

Speaking (27-43 Hours)

- Pronunciation: identification and production of sounds and intonation patterns contained in dialogues or other spoken material, word and sentence stress, grapheme-phoneme (letter-sound) correspondence
- Conversation: practice, dialogues related to daily living, grammar, idioms
- Speech: preparation and presentation of simple informal speeches and oral reading of compositions

Reading (27-43 hours)

- Vocabulary building
- Word families
- Use of deduction to determine meaning from context
- Use of dictionaries
- General reading with pre- and- post- reading strategies
- Basic reading of written directions, schedules, newspaper, applications and forms, dialogues, reading passages from one to five paragraphs
- Comprehension and factual recall of detailed information
- Main idea
- Compare/contrast
- Drawing conclusions
- Prediction
- Decoding
- Phonetic analysis
- Sound/symbol relations
- Consonants and vowels
- Consonant blends

Writing (26-42 Hours)

- Mechanics of writing
- Capitalization
- Sentence punctuation: period, question mark, comma exclamation mark
- Apostrophes in contractions and possessives
- Spelling
- Sentence and paragraph writing and rewriting
- Form
- Title
- Indentation
- Margins
- Organization
- Topic sentence
- Supporting sentences
- Concluding sentence(s)
- Rhetorical mode (development according to level)
- Description
- Narration
- Process (First Draft, Edit, Final Draft)
- Writing letters
- Personal letters
- Letters of excuse
- Complaint and simple business letters
- Letters of application or requests

American Culture and Life Skills (14-22 Hours)

- Personal data and consumer education
- Traditions, customs, and holidays
- Traditional and non-traditional family life
- Instructional styles, classroom conventions, and expectations in college and adult educational settings
- Diversity in society, including in educational settings and the workplace
- Information regarding US citizenship
- Information about the American educational system and courses as appropriate to the setting and needs of 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