

ESL35 : English as a Second Language Level 3 for Work

General Information

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Attachments:	DE Addendum_NCESL_35 COR_5:10:2023 CoDE_5:28:2024.pdf
Course Code (CB01) :	ESL35
Course Title (CB02) :	English as a Second Language Level 3 for Work
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:	Yes
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000650647
Curriculum Committee Approval Date:	11/27/2024
Board of Trustees Approval Date:	01/21/2025
Last Cyclical Review Date:	11/27/2024
Course Description and Course Note:	ESL 35 is designed for students at the low-intermediate level of English acquisition. Students will learn grammar, sentence and paragraph structure, and increase (or develop) their workplace reading and writing skills, verbal communication skills, comprehension of spoken English, and soft skills for a vocational context. Additionally, this course emphasizes effective communication in a variety of workplace situations. Lecture 160-224 hours.
Justification:	Mandatory Revision
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)

Four 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.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class
Lecture Hours	160 - 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	160 - 224
			Laboratory	0
			Studio	0
			Total	160 - 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

ESL20 - ENGLISH AS A SECOND LANGUAGE LEVEL 2 (in-development)

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.

OR

Prerequisite

ESL25 - English as a Second Language Level 2 for Work (in-development)

Objectives

- Converse at a high-beginning level adequate for everyday use in a work-related setting.
- Create verbal and written statements in the present, past, or future tenses related to basic needs and common workplace activities.

- Read and respond to questions about short dialogues, monologues, and reading passages such as those presented in digital format or text.
- Write simple sentences and simple paragraphs using appropriate subject-verb agreement, tense, and other standard writing conventions.
- Listen to and converse in high-beginning level spoken English about familiar everyday and workplace contexts.

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	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Guest Speakers

Methods of Instruction Presentations

Methods of Instruction Field Activities (Trips)

Out of Class Assignments

- Workplace Documents
- Paragraph Writing
- Grammar Exercises
- Mock Job Interview Preparation
- Job Folder (Job Application, Email or Cover Letter, Resume)
- Fiction and Non-Fiction Reading

Methods of Evaluation

Rationale

Exam/Quiz/Test

Quizzes and Tests

Evaluation

Conversations with the teacher to assess listening comprehension, speaking ability, and grammar and vocabulary use

Project/Portfolio

Involvement in Group Projects

Project/Portfolio

Job Folder (email, job application, cover letter)

Activity (answering journal prompt, group activity)

Mock Job Interview

Exam/Quiz/Test

Exit Examination

Exam/Quiz/Test

Quizzes and Tests

Textbook Rationale

Newer editions of these texts are in the process of being published. In the meantime, these are the most current editions of these kinds of textbooks.

Textbooks

Author	Title	Publisher	Date	ISBN
Gretchin Bitterlin	Ventures 3 Student Book and Workbook	Cambridge University Press	2018	978-1108554602
Sarah Lynn	Project Success 3	Pearson	2014	978-0132942
Betty Azar	Fundamentals of English Grammar	Pearson	2019	978-0134998824
Gretchin Bitterlin	Ventures 3 Student Book and Workbook	Cambridge University Press	2018	978-1108554602

Jennie Currie Santa Maria	Step Up Skills for Employability	Pearson	2023	978-0-13-747351-9
S. Lynn, R. Magy, F. Salas-Isnardi	Future 3, 2nd Edition	Pearson	2021	013736038X, 978-0137359363
Ken Beatty, Lynn Bonesteel, Jessica Williams, Nancy Blodgett-Matsunaga,	Startup 3	Pearson	2021	0137360169, 978-0137360161
Ken Beatty, Lynn Bonesteel, Jessica Williams, Nancy Blodgett Matsunaga,	Startup 4	Pearson	2019	0137360193, 978-0137360192
Other Instructional Materials (i.e. OER, handouts)				
Description	Burlington English Web Site			
Author	Web Site			
Citation	Burlington Publishing, 2024			
Online Resource(s)	No value			
Materials Fee				
No value				

Learning Outcomes and Objectives

Course 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.

SLOs

Respond with appropriate vocabulary to oral questions using Level 3 knowledge in a work-related context.

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
Intermediate English as a Second
Language Certificate if Completion

Communicate in intermediate-level conversations to meet needs in community, school and workplace settings.

Use intermediate-level vocabulary and grammar to clearly and accurately communicate in community, school, and workplace settings.

Write a work-related text or paragraph using Level 0-3 appropriate grammar, vocabulary, and conventions.

Expected Outcome Performance: 70.0

ILOs
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.

NESLD
Intermediate English as a Second
Language Certificate if Completion

Use intermediate-level reading and writing to communicate for practical everyday, academic, and workplace needs.

Use intermediate-level vocabulary and grammar to clearly and accurately communicate in community, school, and workplace settings.

Apply level 3 knowledge, vocabulary, and grammar structures to a workplace situation(s) or exam in a workplace context.

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
Intermediate English as a Second
Language Certificate if Completion

Use intermediate-level reading and writing to communicate for practical everyday, academic, and workplace needs.

Use intermediate-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

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

Grammar (40-56 hours)

- Sentence Structure
- Word Order
- Affirmative
- Negative
- Interrogative
- Questions with wh Words: who, what, where, when, why, how, how many, how much, how often, how long and Yes/No Questions (short answers & negatives)
- Sentence Elements
- Noun Modifiers (Adjective phrase)
- Adjective + Preposition (tired of, excited about, etc)
- Verb Tenses (Present Perfect, Present Perfect Continuous, Future Continuous)
- Modals: ought to, should, had better (advice), could, may, might (to show permission and possibility), could you, would you (for polite questions), must (conclusion), be supposed to, be allowed to
- Stative vs Action Verbs
- Verbs Followed by an Infinitive: agree, need, expect, etc.
- Verbs Followed by a Gerund: enjoy, dislike, finish, etc.
- Phrasal Verbs
- Transitive/Separable (do something over, throw something away, etc)
- Transitive/Inseparable (look for something, run into someone etc)
- Suggestions: let's, why don't, etc.
- Connectors: because of, either, neither, so, too, if

Listening Comprehension (15 - 21 hours)

- Reductions
- Inference
- Cloze Exercises
- Situational Dialogues
- Non-Native Accents in the Classroom
- Note-taking Skills

Speaking (30 - 41 hours)

- Pronunciation
- Identification and Production of Sounds and Intonation Patterns (contained in situational dialogues or other spoken material)
- Word and Sentence Stress
- Reductions in Rapid Speech
- Oral Communication
- Informal Pairs, Group, and Front of Class Practice Dialogues
- Speeches and Communicative Tasks
- Idioms and Expressions
- Cross-Cultural Exercises: Body Language and Conversational Turn-Taking

Reading (25 - 35 hours)

- Vocabulary Building
- Word Families: Synonyms, Antonyms,
- Parts of Speech
- Use of Glossaries
- Learners' Dictionaries and vocabulary lists
- General Reading Pre- and Post-Reading Strategies
- Subject Matter: Workplace Documents, Applications/Forms Length:
- Short Articles and Passages
- Comprehension: Facts, Main Idea, Inference, Prediction, Paraphrase, Compare and Contrast, and Draw Conclusions
- Skills
- Skimming Scanning

Writing (30 - 42 hours)

- Mechanics of Writing: Capitalization, Punctuation, Formatting
- Sentence and Short paragraph Writing and Rewriting
- Form
- Paragraph Structure

- Introductory
- Supporting
- Concluding
- Organization
- Stylistic Variation
- Genre
- Business Letters
- Job Application
- Emails (Formal and Informal)
- Resumes

Workplace Skills (20 - 29 hours)

- Workplace Cultural Norms
- Small Talk
- Body Language
- Cross-Cultural Awareness
- Problem-Solving and Team-Building Exercises

Total Hours: 160-224

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

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

If yes, who is your departmental library liason?

No Value

Did you contact the DEIA liaison?

Yes

Were there any DEIA changes made to this outline?

No

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

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

No Value