

ESL57 : English as a Second Language College Readiness Level 5

General Information

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Attachments:	DE Addendum_NCESL_57 COR_10:1:2018 CoDE_5:28:2024.pdf
Course Code (CB01) :	ESL57
Course Title (CB02) :	English as a Second Language College Readiness Level 5
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) :	CCC000650648
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 57 provides advanced instruction in reading and writing; composition and essay structure; verbal communication skills; comprehension of academic, professional, and everyday spoken English; and development of life skills competencies. This course places a special emphasis on the development of academic writing, reading, listening, and speaking skills. Students study increasingly complex structures and incorporate these structures into essays of three to five paragraphs. Students learn how to develop their overall effectiveness in communication at a college level through direct examination of English language structures and vocabulary appropriate for academic settings. Lecture 160-224 hours.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Noncredit
Mode of Delivery:	<ul style="list-style-type: none">In-PersonRemote
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)

Two 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	Out of Class
Lecture Hours	160 - 224	0
Laboratory Hours	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

ESL40 - ENGLISH AS A SECOND LANGUAGE LEVEL 4 (in-development)

Objectives

- Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level.
- Write a three-paragraph composition that contains an introductory paragraph, a body, and a conclusion.
- Converse at a functional level adequate for everyday use on the campus and in the community.
- Demonstrate understanding of the majority of face-to-face speech, recorded, and live dialogues in standard dialect at a normal rate, although some repetition may be required.
- Decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.
- Approximate standard American pronunciation well enough to be understood by typical fluent speakers of English.

OR

Prerequisite

ESL45 - English as a Second Language for Work Level 4 (in-development)

Objectives

- Demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations.

- Demonstrate mastery of grammatical structures at a level sufficient to pass unit tests and division grammar mastery test for this level.
- Write a multi-paragraph cover letter or work-related composition that contains an introductory paragraph, body paragraphs, and a conclusion.
- Demonstrate comprehension of the majority of face-to-face speech, recorded and live dialogues, and lectures, although some repetition may be required.
- Read and interpret a variety of authentic workplace documents that may include readings up to 3,000- reading passages, make inferences, and summarize information.

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	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Discussion
Methods of Instruction	Field Activities (Trips)
Methods of Instruction	Guest Speakers
Methods of Instruction	Lecture

Methods of Instruction

Multimedia

Methods of Instruction

Presentations

Out of Class Assignments

- Revision of in-class compositions
- Writing, vocabulary and grammar exercises
- ESL computer lab
- Prepare group or individual projects or presentations
- Reading of fiction and non-fiction writings

Methods of Evaluation**Rationale**

Writing Assignment

In-class compositions: to demonstrate academic writing with a clear introduction body and conclusion

Exam/Quiz/Test

Quizzes, Exams, projects, and/or presentations: as language-use assessments

Exam/Quiz/Test

Final Exams: final program language-use exam/project and final program composition

Activity (answering journal prompt, group activity)

Other Criteria: class participation

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**

Azar, Betty

Understanding and Using English Grammar

Pearson Education

2017

9780134268828

Maurer, Jay

Focus on Grammar 5

Pearson Education

2017

9780134583303

Elbaum, Sandra

Grammar in Context 3

Heinle ELT

2016

9781305075399

Folse, Keith

Great Writing 3: From Great Paragraphs to Great Essay

National Geographic Learning Cengage Learning

2014

978-1-285-19494-3

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

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Organize and write three-five paragraph compositions that contain a thesis, introduction, body, and conclusion.

Demonstrate mastery of language structures and vocabulary in course assessments.

Converse at a functional level adequate for everyday use on the campus and in the community.

Analyze academic reading passages, identify main ideas and supporting details, make inferences, and summarize passages.

SLOs

Demonstrate mastery of Level 5 language structures and vocabulary.

Expected Outcome Performance: 70.0

Use Level 5 language structures and vocabulary to write academic compositions to successfully transition into a degree or certificate program.

Expected Outcome Performance: 70.0

Apply Level 5 language structures and vocabulary in spoken English to talk about their academic, vocational, or personal goals.

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

Course Content

Lecture Content

Grammar (35-49 hours)

- Sentence structure
- Independent vs. dependent clauses
- Noun clauses
- Adjective clauses
- Adverbial clauses and phrases
- Gerunds and Infinitives
- Causatives
- Verb tenses and modes - active, passive, conditional, wishes
- Phrasal Verbs
- Modals
- Transitions
- Parallel structures
- Articles
- Prepositions

Listening Comprehension (17-22 hours)

- Inference and deduction
- Analysis of speeches, lectures, situational dialogues and films
- Accents and regional dialects

Speaking (17-24 hours)

- Pronunciation: discrimination and production of sounds and intonation patterns
- Word and sentence stress
- Reductions that occur in rapid speech
- Oral communication
- Cross-cultural factors related to communication
- Dialogues, speeches, and communicative tasks
- Summarizing or reacting to written or spoken material

Reading (31-43 hours)

- Vocabulary building
- Colloquialisms, slang, and idioms jargon and technical vocabulary
- Academic vocabulary
- Deduction for word meaning
- General reading
- Pre- and post-reading strategies
- Subject matter: humanities, social and physical sciences, journalism length
- Multi-page articles and passage
- Short novels or non-fiction text
- Comprehension
- Identification of rhetorical modes
- Factual recall of detailed information
- Analysis of themes, meaning, and ideas
- Inference and prediction
- Skimming and scanning fluency
- Synthesizing new information and prior knowledge

Writing (45-65 hours)

- Writing basics
- Sentence and paragraph structure
- Essay organization and development
- Thesis formulation
- Coherence and transitions within compositions
- Word choice
- Writing process:
- Pre-writing (brainstorming and outlining)

- Drafting (first draft, revising, editing, final draft)
- Peer review processes
- Proofreading and self-editing techniques
- Incorporating feedback effectively
- Mechanics of writing
- Identification and elimination of fragments, comma splicing, run-on sentences
- Punctuation use
- Formatting writing
- Academic writing skills
- Various essay types (argumentative, expository, etc.)
- Rhetorical devices (style, tone, point of view, etc.)
- Summarizing and paraphrasing
- Critical thinking and analysis skills
- Note-taking from lectures and texts
- Cultural context
- American academic expectations
- Avoiding plagiarism
- Cultural differences in writing styles
- Digital literacy
- Use of English-language writing tools and resources
- Ethical use of AI
- Critically evaluating online information

American Culture (17-21 hours)

- Ethics and values
- Exploring diverse ethical frameworks in American society
- Accessibility and inclusion
- Government and civic engagement
- Overview of the U.S. political system
- Diverse political perspectives
- Civic participation for all residents, including non-citizens
- Cultural diversity and identity
- Ethnic and cultural communities in the U.S.
- Intersectionality of identities (race, ethnicity, gender, sexuality, ability, etc.)
- Cross-cultural communication and understanding
- Recognizing and addressing stereotypes and biases
- Inclusive language and communication practices

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?

Yes

If yes, who is your departmental library liaison?

Shelley Aronoff (ESL-Noncredit, Noncredit Business & Life Skills)

Did you contact the DEIA liaison?

No

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

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

No Value