

Glendale College

Course Outline of Record Report

Course ID 000145
Cyclical Review - November 2025

ESL30 : English as a Second Language Level 3

General Information

Author:	<ul style="list-style-type: none"> Paul Brazeau Richer, Margaret
Course Code (CB01) :	ESL30
Course Title (CB02) :	English as a Second Language Level 3
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) :	CCC000619244
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 30 helps low-intermediate ESL students develop greater confidence in spoken and written communication. Students work on understanding and producing more complex language in social, academic, life, work, and digital environments while critically using technology tools for language learning. Topics may include money, personal growth, technology, news, education, work, recreation etc. Lecture 160-224 hours.
Justification:	Mandatory Revision Content Change
Academic Career:	<ul style="list-style-type: none"> Noncredit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Online
Author:	<ul style="list-style-type: none"> Paul Brazeau Richer, Margaret
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	Out of Class
Lecture Hours	160 - 224	280 - 448
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

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

OR

Prerequisite

Placement is based upon performance on a division placement assessment.

OR

Prerequisite

ESL20 - English as a Second Language Level 2 (in-development)

Objectives

- Listen and respond to short conversations, instructions, and common requests in everyday life.
- Give and follow multi-step directions in classroom, workplace, and public settings.
- Use complete sentences to introduce yourself, describe routines, and make requests.
- Express personal opinions and make comparisons.
- Tell and write short personal stories about past experiences.
- Describe present, past, and future activities, experiences, and events.
- Read and interpret short paragraphs, dialogues, stories, schedules, and workplace materials.
- Use vocabulary related to health, transportation, shopping, jobs, housing, goals, emergencies, and community services.
- Write practical communication and simple paragraphs with topic sentences, supporting details, and correct punctuation.
- Apply American social pragmatics, including small talk, politeness, punctuality, informality, eye contact, smiling, personal space, and directness.
- Identify and discuss major U.S. holidays, traditions, and workplace expectations.
- Use class technology to complete assignments, search for information, and communicate.

OR

Prerequisite

ESL25 - English as a Second Language Level 2 for Work

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	Laboratory
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations

Methods of Instruction	Field Activities (Trips)
Methods of Instruction	Guest Speakers
Methods of Instruction	Presentations
Methods of Instruction	Discussion

Out of Class Assignments

- Listening, speaking, reading, and writing practice
- Real-world application assignments including community engagement, academic and workplace preparation, and civic participation
- Technology-enhanced assignments including digital learning activities
- Research projects
- Practical application tasks

Methods of Evaluation	Description of Activity/Interaction
Other	Ongoing observation and documentation
Project/Portfolio	Portfolio assessment
Exam/Quiz/Test	Performance-based assessment
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

Textbook Rationale

Marjorie Fuch's *Focus on Grammar 3* and Steven Molinsky's *Side by Side Plus* are the most recent editions.

Textbooks				
Author	Title	Publisher	Date	ISBN
Bitterlin, Gretchen, et al.	Ventures 3 Student's Book and Workbook	New York: Cambridge	2018	978-11086455222

Fuchs, Marjorie	Focus on Grammar 3	White Plains: Pearson	2016	944210740
Molinsky, Steven	Side By Side Plus 3 Student Book and eText with Activity Workbook and Digital Audio	White Plains: Pearson	2016	978-0-13-434670-0
Azar, Betty S., and Stacy A. Hagen	Fundamentals of English Grammar Student Book with MyLab English. 5th ed.	Pearson Education ESL	2024	9780134998824
Jenkins, Rob, and Staci Johnson	Stand Out 3 with the Spark Platform. 4th ed.	Heinle ELT	2023	9780357964361
Hendra, Leslie Anne, et al.	Evolve Level 3 Student's Book with Digital Pack	Cambridge University Press	2022	9781009231824
Other Instructional Materials (i.e. OER, handouts)				
No Value				

Learning Outcomes

Course 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.

SLOs

Listen and respond verbally in school, work, and life settings using Level 3 English.

Expected Outcome Performance: 70.0

Write for practical or academic purposes with clear organization, transitions, and supporting details using level 3 structures and vocabulary.

Expected Outcome Performance: 70.0

Apply intermediate vocabulary and sentence structures from a variety of reading and listening texts to daily life situations, class projects, and/or assessments.

Expected Outcome Performance: 70.0

Apply cultural knowledge and language skills for communication in academic, career, and/or community situations. Expected Outcome Performance: 70.0

Course Content

Lecture Content

Listening and Speaking Skills (36–50 hours)

- Conversation Types
 - Personal communication: Introductions, descriptions, daily routines, familiar topics, personal experiences
 - Service interactions: Shopping, transactions, appointments, problem-solving
 - Workplace communication: Greetings, instructions, job-related discussions, task descriptions, work responsibilities, basic job assignments
 - Social conversations: Familiar topics, experiences, opinions
 - Academic discussions: Classroom lectures, study groups, asking questions in class, discussing simple topics, group work, basic presentations
- Information Sources for Listening
 - Public announcements and information
 - News reports and weather forecasts
 - Phone conversations (appointments, basic information)
 - Classroom instructions and educational content
 - Simple interviews and question-answer exchanges
 - Basic educational videos, apps, and presentations on familiar topics
- Listening Comprehension Skills
 - Recognition of key vocabulary in familiar contexts
 - Understanding main ideas in short conversations
 - Following basic multi-step instructions
 - Identifying specific information and details

- Understanding simple academic explanations and definitions
- Recognition of less formal registers that include contractions, word omissions, and phatic utterances
- Speaking Production Skills
 - Clear pronunciation of essential daily, workplace, and academic vocabulary
 - Correct pronunciation of numbers, dates, and times
 - Basic sentence stress for key information
 - Appropriate volume and pace for different situations
 - Basic problem-solving communication in familiar contexts (workplace issues, daily life situations)

Reading Skills (36–50 hours)

- Document Types
 - Personal correspondence
 - Consumer materials
 - Informational texts
 - Official documents
 - Health-related materials
 - Digital learning materials
 - Academic materials
- Text Features
 - Short paragraphs and factual articles
 - Basic forms and applications
 - Simple instructions and directions
 - Simple charts and graphs with familiar topics
 - Basic academic vocabulary in context
 - Basic online navigation and digital text features
 - Reading materials and images representing diverse populations
- Vocabulary Development
 - Recognition of familiar vocabulary in different contexts
 - Common compound words and basic word combinations
 - Frequently used workplace and community vocabulary
 - Basic academic vocabulary for college preparation
 - Frequently used phrases for daily communication including idioms, contractions, and phrasal verbs

Writing Skills (36–50 hours)

- Document Types
 - Personal communication
 - Consumer writing
 - Academic writing basic paragraph structure with topic sentence, supporting details, some transitions, concluding sentence, and punctuation.
 - Simple work-related documents
 - Professional correspondence (basic email requests, appointment confirmations)
 - Digital communication (online discussion posts, learning platform)
 - Basic online forms and digital submissions
- Text Organization
 - Simple and complex sentences about familiar topics
 - Short personal narratives
 - Fill-in-the-blank exercises and form completion
 - Simple instructions for familiar tasks
 - Writing process stages
- Language Development
 - Common vocabulary in familiar contexts
 - Basic connecting words
 - Simple academic and professional phrases and transitions

Cultural Competencies (15-22 hours)

- Shopping and consumer basics (reading prices, returns, using receipts)
- Major American holidays and common traditions
- Basic workplace culture and expectations
- American school system and parent communication
- Diversity and respectful communication in the community
- Daily American social customs and small talk
- Important community services and resources (911, library, post office, DMV)
- Understanding local news, weather, and community events
- Basic rights and important documents (ID, Social Security card)
- American social expectations (appointments, tipping, invitations)
- Environmental awareness and practices (recycling, conserving water and energy)

Language Structures (37-52 hours)

- Sentence Structure
 - Affirmative, negative, interrogative sentences
 - Question words: who, what, where, when, why, how, how many, how much, how often, how long
 - Yes/No questions: short answers and negatives
- Adjective Phrases
 - Noun modifier adjective phrase
 - adjective + preposition
- Verb Tense
 - Present perfect
 - Present perfect continuous
- Modals
 - Permission, possibility, polite requests, conclusion/deduction, expectation, advice, suggestions
- Complex Verb Patterns
 - Stative vs. action verbs
 - Used to/be used to/get used to
 - Verbs followed by infinitive
 - Verbs followed by gerund.
 - Phrasal verbs
 - Look/Feel/Sound/Smell+ Like
- Connecting Ideas
 - Connectors: because of, either, neither, so, too, if, whether
- Grammar Applications in Communication
 - Register awareness: formal vs. informal structures
 - Error recognition and self-correction strategies
 - Complex question formation in detailed information gathering
 - Nuanced communication
 - More coherent and complex communication

Total Hours: 160-224**Additional Information****Repeatability**

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/liasons>):

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