

Glendale College
Course Outline of Record Report

Course ID 000147
 Cyclical Review - November 2025

ESL50 : English as a Second Language Level 5

General Information

Author:	<ul style="list-style-type: none"> • Paul Brazeau • Richer, Margaret
Course Code (CB01) :	ESL50
Course Title (CB02) :	English as a Second Language Level 5
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) :	CCC000619246
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 50 prepares advanced ESL students for academic, professional, and personal success by strengthening critical thinking, reading, writing, and communication skills. Students analyze and discuss complex texts, develop well-organized essays, and participate in structured discussions and presentations. Students also improve their digital literacy, workplace readiness, and college preparation skills. Topics may include global issues, career development, U.S. history and culture, and academic research. 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

Last Course Offering

When was this course last offered (term and year)?

Fall, 2025

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.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	160 - 224	0
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
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

Prerequisite

Placement is based upon performance on a division placement assessment

OR

Prerequisite

ESL40 - English as a Second Language Level 4 (in-development)

Objectives

- Interpret and respond to conversations, news reports, and short lectures on familiar topics.
- Follow complex instructions in academic, professional, and daily settings.
- Participate in group discussions by stating and supporting opinions, asking follow-up questions, and responding to differing viewpoints using appropriate turn-taking.
- Present compelling topics or personal stories using varied sentence structures, including complex and compound sentences.
- Analyze and explain information from readings, charts, and workplace materials.
- Read and interpret news articles, short essays, and work-related documents.
- Apply domain-specific vocabulary in professional and academic settings.

- Write multi-paragraph texts (emails, reports, opinion essays) with clear organization.
- Summarize key points from written and spoken materials.
- Compare cultural values in communication styles, workplace behavior, and etiquette.
- Examine the significance of major U.S. holidays, diversity, and cultural traditions.
- Use technology for research, collaboration, and professional communication.

OR

Prerequisite

ESL45 - English as a Second Language Level 4 for Work

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

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)
No Value

Specifications	
Methods of Instruction	
Methods of Instruction	Lecture
Methods of Instruction	Laboratory
Methods of Instruction	Collaborative Learning
Methods of Instruction	Field Activities (Trips)
Methods of Instruction	Collaborative Learning
Methods of Instruction	Field Activities (Trips)
Methods of Instruction	Guest Speakers
Methods of Instruction	Presentations
Methods of Instruction	Discussion
Out of Class Assignments	
<ul style="list-style-type: none"> • Listening, speaking, reading, and writing practice • Real-world application assignments including community engagement, workplace preparation, and civic participation • Technology-enhanced assignments including digital learning activities • Research projects • Family and life skills integration including practical application tasks 	
Methods of Evaluation	Description of Activity/Interaction
Other	Ongoing observation and documentation

Project/Portfolio	Portfolio assessments
Exam/Quiz/Test	Performance-based assessments
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

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Azar, B.S.	Understanding and Using English Grammar	Pearson	2017	978-0134268828
Maurer, J.	Focus on Grammar 5	Pearson	2017	978-0134583310
Goldstein, Ben, and Ceri Jones	Evolve Level 5 Student's Book with eBook	Cambridge University Press	2022	9781009230858
Elbaum, Sandra	Grammar In Context 3: Student Book and Online Practice. 7th ed.	Heinle ELT	2019	9780357140512

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

No Value

Learning Outcomes

Course Objectives

Analyze and infer meaning from complex conversations, lectures, and media sources.

Use precise and varied vocabulary in academic and professional communication.

Use advanced grammatical structures (conditionals, passive voice, and complex clauses).

Read and analyze/assess professional essays, articles, instructions, and workplace policies for deeper understanding.

Write practical, professional, or academic mutli-paragrah compositions that develops a central idea using strong evidence and support.

Summarize and synthesize information from multiple types of sources.

Critically evaluate arguments, opinions, and perspectives in spoken and written texts.

Compare and contrast cultural perspectives in business, education, and social settings.

Reflect on the impact of cultural diversity in American communities and global interactions.

Apply digital literacy skills to maximize language learning, career advancement, higher education, and online collaboration.

Analyze language to understand nuanced communication in English including humor, sarcasm, irony, metaphor, hyperbole, and understatement.

Participate in structured debates and discussions using persuasive language.

SLOs

Converse in academic, work, and life settings using Level 5 English. Expected Outcome Performance: 70.0

Write increasingly complex multi-paragraph texts for practical or academic purposes with clear organization, transitions, sentence variety, and supporting details using level 5 structures and vocabulary. Expected Outcome Performance: 70.0

Apply advanced vocabulary and language structures from a variety of reading and listening texts to formal and informal communication, projects, and/or assessments. Expected Outcome Performance: 70.0

Synthesize American cultural information in new situations for academic, workplace, and/or life contexts. 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

No Value

Course Content

Lecture Content

Listening and Speaking Skills (36-50 hours)

- Conversation and Information Types
 - Academic Contexts: lectures, panel discussions, and class debates
 - Professional Contexts: Job interviews, networking conversations and feedback
 - Social and Community Contexts: civic engagement and cross-cultural communication situations
 - Media and Current Events: news analysis, podcasts, public speeches and presentations
- Listening Comprehension Skills
 - Inference and critical analysis of complex ideas
 - Note-taking from lectures and presentations
 - Identifying speaker bias, tone, and intention
 - Comprehension of non-native accents and regional dialects
 - Recognition of register shifts in academic and professional contexts
 - Synthesizing information from multiple audio sources
- Speaking Production Skills
 - Academic discussions
 - Workplace communication etiquette
 - Cross-cultural communication strategies and awareness
 - Facilitating group discussions
 - Expressing and defending opinions with evidence
 - Summarizing or reacting to written or spoken material
 - Using idioms, sayings, expressions, and euphemisms appropriately
- Pronunciation and Fluency
 - Word and sentence stress in academic and specialized vocabulary
 - Reductions that occur in rapid speech
 - Intonation for emphasis, contrast, and rhetorical questions
 - Appropriate pace and volume for presentations
 - Connected speech and natural rhythm in extended discourse

Reading Skills (36-50 hours)

- Document Types
 - Academic texts
 - Career materials
 - Civic and consumer documents
 - News and media
 - Length: multi-page articles, chapters, and extended non-fiction texts
- Text Features
 - Charts, graphs, and visual data representation

- Digital text features and online navigation
- Pre- and post-reading strategies
- Text structure analysis
- Reading materials and images representing diverse populations
- Vocabulary Development
 - Academic and technical vocabulary across disciplines
 - Professional and workplace terminology
 - Colloquialisms, slang, idiomatic expression, and humor
 - Use of context clues and word analysis for meaning
 - Online dictionaries, translation tools, and language learning applications
 - Denotation vs. connotation in formal and informal contexts
- Comprehension Skills
 - Factual recall and detailed information extraction
 - Analysis of themes, main ideas, and supporting evidence
 - Inference, prediction, and critical evaluation
 - Author's purpose, tone, and perspective identification
 - Paraphrase and summary of complex texts
 - Synthesis of information from multiple sources
 - Distinguishing fact from opinion
 - Skimming for main ideas and scanning for specific information

Writing Skills (36-50 hours)

- Text Types
 - Academic essays
 - Professional resumes and cover letters
 - Business emails and workplace correspondence
 - Personal statements and reflective narratives
 - Professional posts or reviews on social media
- Text Organization
 - Essay structure: thesis statement, introductory paragraph, body, conclusion
 - Organization: unity, development, coherence
 - Process: pre-writing, first draft, revision, editing, final copy
 - Professional document formatting and conventions
 - Paragraph structure in workplace communications
- Genre Development
 - Narration
 - Description
 - Example
 - Argument
 - Communication for practical purposes
- Language Development
 - Style, tone, and register for academic, professional, and personal contexts
 - Thesis statement development and logical argumentation
 - Clarity, conciseness, and audience awareness
 - Attribution practices and paraphrasing skills
- Mechanics of Writing
 - Sentence variety and error correction
 - Punctuation for clarity and professionalism
 - Grammar accuracy in formal writing contexts

Cultural Competencies (15–22 hours)

- Academic integrity
- Workplace culture and communication styles
- Diversity in society, including in education and the workplace
- Federal, state, and local government structures
- Individuality and ethnicity in American society
- Inclusive language and anti-discrimination awareness
- Understanding current events and their impact on daily life
- Media literacy and interpreting news sources
- Understanding the intersection of environmental issues with economics, politics, and social equity
- Educational platforms and learning management systems
- Multimedia resources for reading, listening, and vocabulary development
- Giving and receiving feedback in digital environments

Language Structures (37–52 hours)

- Sentence Structure

- Reported and quoted speech
- Independent vs. dependent clauses
- Compound, complex and simple
- Clauses
 - Noun clauses
 - Adjective clauses
 - Adverb clauses
- Verb Tense Systems
 - Past perfect and past perfect continuous
 - Future perfect and future perfect continuous
 - Past/passive gerunds and infinitives
 - Conditionals, wishes, and subjunctives: future, present and past
- Complex Verb Patterns
 - Gerunds and infinitives
 - Phrasal verbs
- Grammar Applications in Communication
 - Reporting information from academic sources and workplace communications
 - Combining simple ideas into complex, sophisticated sentences
 - Embedding information naturally in academic essays and reports
 - Expressing conditions, reasons, and time relationships in complex arguments
 - Shifting focus between action and result in academic and professional contexts
 - Expressing hypothetical situations, regrets, and alternative outcomes
 - Expressing preferences, intentions, and future plans appropriately
 - Understanding and using multi-word verbs in everyday and professional contexts

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/liaisons>):

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

