

Course Outline of Record

1. Course Code: ESLN-310B
2.
  - a. Long Course Title: ESL - Comprehensive II (High Beginning)
  - b. Short Course Title: ESL-COMPREHENSIVE II
3.
  - a. Catalog Course Description:  
 This second level comprehensive English as a Second Language course reinforces previously learned grammatical structures, as well as reading, writing, listening and speaking skills from Level I, with emphasis on developing a higher level of fluency in these areas. Students receive a Pass/No Pass grade mark.
  - b. Class Schedule Course Description:  
 This high-beginning ESL course reviews previously learned materials from Level 1 and helps to further develop students' abilities in reading, writing, speaking and listening. Students receive a Pass/No Pass grade mark.
  - c. Semester Cycle (*if applicable*): N/A
  - d. Name of Approved Program(s):
    - ENGLISH PROFICIENCY CERTIFICATE: LIFE & WORK SKILLS
4. Total Units: 0      Total Semester Hrs: 192.00  
 Lecture Units: 0      Semester Lecture Hrs: 192.00  
 Lab Units: 0      Semester Lab Hrs: 0  
 Class Size Maximum: 40      Allow Audit: No  
 Repeatability Repeatable 3 Times  
 Justification Noncredit Course
5. Prerequisite or Corequisite Courses or Advisories:  
*Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)*  
 Prerequisite: ESLN 310A or  
 Prerequisite: appropriate ESLN Placement Test, or  
 Prerequisite: Instructor recommendation
6. Textbooks, Required Reading or Software: (*List in APA or MLA format.*)
  - a. Blass L., Gordon D. (2010). *Writers at Work: From Sentence to Paragraph* (1st/e). New York Cambridge University Press.  
 College Level: No  
 Flesch-Kincaid reading level: N/A
  - b. Schoenberg I. (2012). *Focus on Grammar 2 An Integrated Skills Approach* (4th/e). New York Pearson ESL.  
 College Level: No  
 Flesch-Kincaid reading level: N/A
  - c. Gilbert, J. (1993). *Clear Speech: Pronunciation and Listening Comprehension in North American English* (2nd/e). New York, NY Cambridge University Press.  
 College Level: No  
 Flesch-Kincaid reading level: 3.0
  - d. Shapiro & Adelson-Goldstein (1998). *The Oxford Picture Dictionary* New York, NY Oxford University Press.  
 College Level: No  
 Flesch-Kincaid reading level: 0.0
7. Entrance Skills: *Before entering the course students must be able:*
  - a. Demonstrate limited understanding of print materials
    - ESLN 310A - Reading:

## ESLN 310B-ESL - Comprehensive II (High Beginning)

- ESLN 310A - Demonstrate understanding of familiar words and phrases which appear in lists, labels, signs, maps, forms, directions, posters, calendars, identification cards, cash register receipts, personal checks, appointment cards, directions and warnings on medicine labels, help-wanted ads, job applications, time cards, bus schedules, and phone books
- ESLN 310A - Demonstrate understanding of simple sentences which contain familiar words and phrases about everyday topics such as school, family, home, neighborhood, daily routines, shopping, advertisements, food, menus, health, jobs, emergencies, and free time

### b. Generate short sentences

- ESLN 310A - Writing:
- ESLN 310A - Demonstrate the ability to write statements or questions using familiar vocabulary and structures

### c. Communicate survival needs through simple phrases and sentences

- ESLN 310A - Speaking:
- ESLN 310A - Demonstrate the ability to produce some words and common social phrases
- ESLN 310A - Demonstrate the ability to ask and answer elementary questions about topics that refer to basic personal information or the immediate physical setting such as directions, daily routines, leisure activities, doctor's office visits, jobs and skills, transportation, places, food shopping, safety, and emergencies

### d. Comprehend a range of high-frequency words used in context

- ESLN 310A - Listening:
- ESLN 310A - Demonstrate understanding of high frequency vocabulary and common social phrases
- ESLN 310A - Demonstrate understanding of familiar words and phrases which appear in lists, labels, signs, maps, forms, directions, posters, calendars, identification cards, cash register receipts, personal checks, appointment cards, directions and warnings on medicine labels, help-wanted ads, job applications, time cards, bus schedules, and phone books

## 8. Course Content and Scope:

### Lecture:

1. Listening, Speaking, Reading, and Writing Topics:
  1. Learning
  2. Life Events
  3. Housing
  4. Employment
  5. At Work
  6. Communication
  7. Food
  8. Health
  9. Money
  10. Citizenship
  11. Emergencies
  12. Free time
2. Grammar Topics:
  1. BE Verb: Review
    1. Present and Past Tense: Affirmative
    2. Present and Past Tense: Negative
    3. Present and Past Tense: Yes/No questions and short answers
    4. Present and Past Tense: Wh-questions
  2. Simple Present Tense: Review
    1. Affirmative
    2. Negative
    3. Yes/No questions and short answers
    4. Wh-questions
    5. Do/does
  3. Present Continuous Tense: Review
    1. Affirmative
    2. Negative
    3. Yes/No questions and short answers

4. Wh-questions
5. Non-Action Verbs
4. Simple Past Tense
  1. Regular –ed forms
  2. Irregular forms
  3. Affirmative
  4. Negative
  5. Yes/No questions and short answers
  6. Wh-questions
5. Past Continuous
  1. Affirmative
  2. Negative
  3. Yes/No questions and short answers
  4. Wh-questions
6. The Future
  1. be going to
  2. will
  3. Affirmative
  4. Negative
  5. Yes/No questions and short answers
  6. Wh-questions
7. Adjectives/Adverbs
  1. The Comparative
  2. The Superlative
  3. Adverbs of Manner
8. Nouns
  1. Non-Countable Nouns
  2. Countable Nouns
  3. Pronouns
  4. Demonstratives
  5. Much and Many

Lab: (if the "Lab Hours" is greater than zero this is required)

see course content

9. Course Student Learning Outcomes:

1. Produce sentences in response to short texts using Basic English sentence structure and familiar vocabulary.
2. Actively participate in a conversation by making statements and responding to statements and questions using task appropriate pronunciation and grammar structure.
3. Use English to express basic needs.

10. Course Objectives: *Upon completion of this course, students will be able to:*

**Listening:**

- b. Demonstrate understanding of frequent vocabulary and common social phrases
- c. Demonstrate comprehension of previously learned words or phrases in context
- d. Demonstrate understanding of phrases or sentences about topics that refer to basic personal information or the immediate physical setting
- e. Demonstrate the ability to listen for specific information on forms or lists, events and times of a calendar, information about apartments, information about job advertisements, job instructions, details in telephone messages, doctor's appointments, prescription information, prices of food and location of food items, information about traffic violations, PTA events, information about accidents and emergencies
- f. Demonstrate the ability to ask and answer questions about personal goals, life events, the weather, home improvement, work experience, jobs skills, interviews, educational opportunities, job evaluations, workplace machines, classroom rules, information relating to phone messages, weights and measurements, prices and quantity of food items, items in a supermarket, nutrition and health, illnesses and symptoms, to a pharmacist about prescription information, first aid-supplies, ATM's, payment preferences, saving money, and organizing bank statements

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g. Comprehend simple aural statements and questions in the simple present tense, the present continuous tense, the simple past tense, and the simple future using previously studied vocabulary.

### Reading:

i. Demonstrate understanding of isolated words and phrases which appear in ID cards, schedules, weather reports, housing advertisements, job interviews, job advertisements, resumes, job training charts, pay stubs, workplace behavior, job performance skills, job evaluations, phone bills, phone messages, community services, phone directories, supermarket flyers, supermarket coupons, recipe cards, sales receipts, health care providers, prescription labels, accident reports, bank statements, personal checks, bills, return forms, credit card information, community flyers, branches of the US government, traffic violations, emergencies, emergency safety procedures, road maps, and holiday destination brochures

j. Demonstrate understanding of simple sentences which contain familiar words and phrases about everyday topics such as school, life events, housing, employment, communication, food, health, money, citizenship, emergencies, and free time

k. Demonstrate understanding of related sentences in a short simplified paragraph on familiar topics

l. Comprehend simple statements and questions in the simple present tense, the present continuous tense, the simple past tense, and the simple future using previously studied vocabulary.

### Writing:

n. Demonstrate understanding of how to fill out forms and ID's

o. Demonstrate the ability to write lists about familiar topics

p. Demonstrate the ability to take number, letter, and word dictations

q. Demonstrate the ability to write phone messages, personal messages, notes, dialogues, and appointments

r. Demonstrate the ability to write statements or questions using familiar vocabulary and structures

s. Demonstrate the ability to write numbers 1-100, days, months, phone numbers, addresses, dates, and personal information

t. Demonstrate the ability to write sentences and questions about topics such as school, life events housing, employment, communication, food, health, money, citizenship, emergencies, and free time

u. Comprehend simple statements and questions in the simple present tense, the present continuous tense, the simple past tense, and the simple future using previously studied vocabulary.

### Speaking:

w. Demonstrate the ability to produce common social phrases and greetings

x. Demonstrate the ability to ask and answer elementary questions about topics such as school, life events, housing, employment, communication, food, health, money, citizenship, emergencies, free time, and directions

y. Demonstrate the ability to request and clarify information on familiar topics

z. Use simple statements and questions in the simple present tense, the present continuous tense, the simple past tense, and the simple future tense using previously studied vocabulary.

### Core Skills:

ab. Apply knowledge and skills to new and varied situations

ac. Participate effectively in teams and in other groups to make decisions and seek consensus

ad. Respect and work with diverse people including those with different cultural and linguistic backgrounds and with different physical abilities

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

a. Demonstration, Repetition/Practice

b. Lecture

Other Methods:

Student interaction with instructor and fellow students

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 192.00

Outside Class Hours: 384.00

a. In-class Assignments

a. Complete twelve hours of classroom work each week b. Utilize listening, speaking, reading, and writing skills in class and in assignments c. Complete quizzes and exams

b. Out-of-class Assignments

- \*Study and practice vocabulary for everyday situations, such as study skills, life events, work, families, leisure time activities etc.
- \* Practice the comprehension of dialogues and conversations similar to those presented in class.
- \*Practice listening for specific information presented in a variety of formats pertaining to everyday situations and topics.
- \*Organize, practice and participate in English-only conversations
- \*Practice using English to express basic needs in a variety of situations outside the classroom.
- \*Create and practice individual and group presentations on a variety of topics.
- \*Read longer texts and authentic everyday material, such as job advertisements, resumes, job training charts, pay stubs, job evaluations, accident reports, bank statements, community flyers, etc., and answer comprehension questions about such material
- \*Write short texts in various formats, such as descriptions, personal and formal letters, stories, etc., using vocabulary, grammar and other concepts learned in class.
- \*Study and review the Verb 'be' (present and past tense: affirmative, negative, yes/no questions and short answers, wh-questions, contractions).
- \*Study and review the Simple present tense (affirmative, negative, yes/no questions and short answers, wh-questions, do/does)
- \*Study and review the Present progressive tense (affirmative, negative, yes/no questions and short answers, wh-questions, non-action verbs
- \*Study and learn Possessives in oral and written form for use in various contexts.
- \*Simple past tense (regular –ed forms, irregular forms, affirmative, negative, yes/no questions and short answers, wh-questions) in oral and written form for use in various contexts.
- \*Study, learn and practice the comparative and superlative forms of adjectives & adverbs in oral and written form for use in various contexts.
- 7. \*Study, learn and practice pronouns in oral and written form for use in various contexts.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- Other

a. Class participation: written/verbal b. Homework assignments c. Quizzes d. Exams

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-BS Reading and Writing Skills

Read complex passages with understanding.

Apply English conventions of grammar, mechanics, usage, punctuation, and format according to course intensity.

Summarize written texts with ability to differentiate fact from opinion.

IO - Critical Thinking and Communication

Apply principles of logic to problem solve and reason with a fair and open mind.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

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18. Materials Fees:  Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

Move course from lab to lecture

20. a. Cross-Listed Course (*Enter Course Code*): N/A  
 b. Replacement Course (*Enter original Course Code*): N/A

21. Grading Method (*choose one*): Pass/No Pass Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000324599
- b. T.O.P. Code [CB03]: 493087.00 - English as a Second Language
- c. Credit Status [CB04]: N - Noncredit
- d. Course Transfer Status [CB05]: C = Non-Transferable
- e. Basic Skills Status [CB08]: 1B = Course is a basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: K - Other Noncredit Enhanced Funding
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: N/A
- j. Course Prior to College Level [CB21]: E = 5 Levels Below
- k. Course Noncredit Category [CB22]: A - English As A Second Language
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): ENGLISH PROFICIENCY CERTIFICATE: LIFE & WORK SKILLS

*Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)*

23. Enrollment - Estimate Enrollment

First Year: 0

Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
- b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Frederick Vescial Origination Date 10/08/15