

Course Outline of Record

1. Course Code: ESLN-310C
2.
 - a. Long Course Title: ESL - Comprehensive III (Low Intermediate)
 - b. Short Course Title: ESL-COMPREHENSIVE III
3.
 - a. Catalog Course Description:
 This third level comprehensive English as a Second Language course reinforces grammatical structures, as well as reading, writing, speaking, and listening skills from levels I and II and stresses the present perfect, past continuous, and present perfect continuous tenses. Emphasis is placed on expanding the students' oral, reading, and writing fluency in English. Students receive a Pass/No Pass grade mark.
 - b. Class Schedule Course Description:
 This low-intermediate level ESLN course reinforces concepts in reading, writing, speaking, and listening from levels I and II. It also teaches students more complex skills in these areas. 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 (CCForm I-A)
 Prerequisite: ESLN 310B or appropriate ESLN Placement Test, or Instructor recommendation
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Ackert P., Lee L. (2005). *Thoughts & Notions* (2nd/e). Boston Heinle, Cengage Learning.
 College Level: No
 Flesch-Kincaid reading level: N/A
 - b. Fuchs.M (2012). *Focus on Grammar 3 An Integrated Skills Approach* (4th/e). New York Pearson ESL.
 College Level: No
 Flesch-Kincaid reading level: N/A
 - c. Bass L., Gordon D (2010). *Writers at Work: From Sentence to Paragraph* (1st/e). New York Cambridge University Press .
 College Level: Yes
 Flesch-Kincaid reading level: N/A
 - d. Adelson-Goldstein J. Howard L (2004). *Read and Reflect 1: Academic Reading Strategies and Cultural Awareness* (1st/e). New York Oxford University Press.
 College Level: Yes
 Flesch-Kincaid reading level: N/A
7. Entrance Skills: *Before entering the course students must be able:*
 - a.
 Read and write present tense, past tense, and future tense sentences and questions based on previously-learned material.
 - ESLN 310B - Reading:
 - ESLN 310B - Demonstrate understanding of related sentences in a short simplified paragraph on familiar topics

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- ESLN 310B - 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.
- ESLN 310B - Writing:
- ESLN 310B - 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
- ESLN 310B - 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.

b.

Have limited understanding of material dealing with everyday matters.

- ESLN 310B - Reading:
- ESLN 310B - 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

c.

Have sufficient control of writing to meet limited practical needs.

- ESLN 310B - Writing:
- ESLN 310B - Demonstrate understanding of how to fill out forms and ID's
- ESLN 310B - Demonstrate the ability to write phone messages, personal messages, notes, dialogues, and appointments

d.

Participate in basic conversations in routine social situations.

- ESLN 310B - Listening:
- ESLN 310B - Demonstrate understanding of frequent vocabulary and common social phrases
- ESLN 310B - Demonstrate understanding of phrases or sentences about topics that refer to basic personal information or the immediate physical setting
- ESLN 310B - Speaking:
- ESLN 310B - Demonstrate the ability to produce common social phrases and greetings
- ESLN 310B - 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

8. Course Content and Scope:

Lecture:

1. Listening, Speaking, Reading, and Writing Topics:
 1. Education
 2. Recreation
 3. Jobs
 4. Work Ethics
 5. Community Resources
 6. Money and Banking
 7. Health
 8. Crime
 9. Life Events
 10. Civil Rights
2. Grammar Topics:
 1. Simple Present Tense: Review and Expansion
 1. Affirmative
 2. Negative
 3. Yes/No questions and short answers

4. Wh-questions
5. Do/does
2. Present Continuous Tense: Review and Expansion
 1. Affirmative
 2. Negative
 3. Yes/No questions and short answers
 4. Wh-questions
 5. Non-Action Verbs
3. Simple Past Tense: Review and Expansion
 1. Regular -ed forms
 2. Irregular forms
 3. Affirmative
 4. Negative
 5. Yes/No questions and short answers
 6. Wh-questions
 7. Used To
4. Past Continuous: Review and Expansion
 1. Affirmative
 2. Negative
 3. Yes/No questions and short answers
 4. Wh-questions
5. The Future: Review and Expansion
 1. Be going to
 2. Will
 3. Affirmative
 4. Negative
 5. Yes/No questions and short answers
 6. Wh-questions
 7. Future Time Clauses
6. Present Perfect: Introduction
 1. Affirmative
 2. Negative
 3. Yes/No questions and short answers
 4. Since and For
 5. Already and Yet
 6. Present Perfect versus Simple Past
 7. Present Perfect versus Present Perfect Continuous
7. Modals
 1. Ability: Can, Could, Be able to
 2. Permission: Can, Could, May, Do you mind if
 3. Requests: Can, Could, Will, Would, Would you mind
 4. Advice: Should, Ought to, and Had Better

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

N/A

9. Course Student Learning Outcomes:

1.

Write paragraphs in response to prompts.

2. Initiate and carry on a conversation using complex sentence structure.

3. Demonstrate ability to act and react verbally in simulated real-life situations.

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

Listening:

b. Demonstrate comprehension of previously learned words or phrases in context

c. Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations about familiar topics

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d. Demonstrate the ability to listen to and for personal information, career information, information about ID cards, personal preferences, job information, information about news interviews and radio programs, automated account information, doctor's advice, car terms, crime reports, legal problems, and information about life events

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

Reading:

g. Demonstrate understanding of learned vocabulary and phrases which appear in advice columns, email invitations, articles, memos, computer advertisements, job applications, recipes, finances, medical labels, auto manuals, community flyers, newspapers, and forms

h. Demonstrate understanding of sentences which contain familiar words and phrases about everyday topics such as education, recreation, jobs, work ethics, community resources, cooking, money and banking, health, automobiles, crime, life events, and civil rights

i. Scan for specific information in simple life-skill materials related to immediate needs

j. Predict meanings of unfamiliar vocabulary.

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

Writing:

m. Demonstrate understanding of how to use basic punctuation (commas, periods, question marks, and colons), in basic formal and informal writing

n. Demonstrate the ability to use the correct format when writing formal and informal written discourse including indentation as well as capitalization of titles.

o. Demonstrate the ability to write lists, invitations, memos, thank-you letters, personal letters, recipes, financial plans, phone messages, personal messages, and notes.

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

q. Demonstrate the ability to write sentences and questions about topics such as education, recreation, jobs, work ethics, community resources, cooking, money and banking, health, automobiles, crime, life events, and civil rights

r. Write statements and questions in the simple present tense, the present continuous tense, the simple past tense, the past continuous tense, the simple future, and present perfect tense using previously studied vocabulary.

Speaking:

t. Demonstrate the ability to use correct American pronunciation of certain consonant sounds: [sh], [ch], [j], [v], [b], [f], [th], [y], [w], [h], and [s].

u. Demonstrate the ability to ask and answer elementary questions, initiate and respond to simple statements, and maintain face-to-face conversations about topics that refer to basic personal information, education, career plans, recreational activities, jobs, work ethics, community resources, cooking and restaurants, money and banking, health, automobiles, crime, life events, and civil rights

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

Core Skills:

x. Apply knowledge and skills to new and varied situations

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

z. 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

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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. Transformation exercises for vocabulary building, learning of grammar concepts, etc. d. Question and answer exercises e. Learning games devised for learning f. Complete quizzes and exams

b. Out-of-class Assignments

a. Complete assigned homework b. Study grammar, vocabulary, strategies, etc. covered in class c. Transformation exercises for vocabulary building, learning of grammar concepts, etc. d. Write, edit, and rewrite academic paragraphs e. Prepare oral presentations f. Apply speaking skill in everyday and academic situations

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

- Presentations/student demonstration observations
- Group activity participation/observation
- True/false/multiple choice examinations
- Mid-term and final evaluations
- Student participation/contribution
- Student preparation

14. Methods of Evaluating: Additional Assessment Information:

- a. Writing assignments b. Quizzes c. Exams

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 standard conventions in grammar, mechanics, usage and punctuation.

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:

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:

change from lab to lecture; corrections and minor modifications

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]: CCC000322641
 b. T.O.P. Code [CB03]: 493087.00 - English as a Second Langu

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- 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]: D = 4 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 Renate Friederike Senters Origination Date 10/11/15