

ESLN 310D: ESL - COMPREHENSIVE IV

Originator

aairhart

Justification / Rationale

Addition of 100% online teaching modality.

Effective Term

Fall 2022

Credit Status

Noncredit

Subject

ESLN - ESL Noncredit

Course Number

310D

Full Course Title

ESL - Comprehensive IV

Short Title

ESL-COMPREHENSIVE IV

Discipline**Disciplines List**

English as a Second Language (ESL): Noncredit

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This Level IV comprehensive English as a Second Language course reinforces grammatical structures from Level III and stresses verb patterns and use of gerunds and infinitives. Emphasis is on developing the student's reading and oral fluency and the ability to compose a paragraph using Standard English word order and learned conventions.

Schedule Description

Level IV comprehensive course focusing on verb patterns, gerunds, infinitives, paragraph writing, reading and oral fluency. Prerequisite: ESLN 310C, or self-placement, or instructor recommendation

Non-credit Hours

576

Lecture Units

0

Lab Units

0

In-class Hours

192

Out-of-class Hours

384

Total Course Units

0

Total Semester Hours

576

Override Description

noncredit course

Prerequisite Course(s)

ESLN 310C, or self placement, or instructor recommendation

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Fuchs, M., Bonner, M., Westheimer M

Title

Focus on Grammar 3

Edition

5th

City

New York

Publisher

Pearson ESL

Year

2017

College Level

No

ISBN #

978-0-13-385488-6

Resource Type

Book

Author

Blass L., Vargo M.

Title

Pathways 1 Reading, Writing, and Critical Thinking

Edition

2nd

City

Boston

Publisher

National Geographic Learning

Year

2018

ISBN #

978-1-337-40776-2

Class Size Maximum

30

Entrance Skills

Write a simple paragraph about an event in the past or future.

Requisite Course Objectives

ESLN 310C-Apply basic punctuation (commas, periods, question marks, and colons), in basic formal and informal writing.

ESLN 310C-Organize, draft, revise, and edit a simple paragraph with a specific focus.

ESLN 310C-Compose sentences and questions about topics, such as education, technology, recreation, jobs, work ethics, community resources, etc.

ESLN 310C-Write statements and questions in the simple present tense, the present continuous tense, the simple past tense, the past progressive tense, the simple future, and present perfect tense using previously studied vocabulary.

Entrance Skills

Understand simple texts on everyday subjects and life-skills materials.

Requisite Course Objectives

ESLN 310C-Recognize and demonstrate an understanding of learned vocabulary and phrases which appear in educational material, recipes, job applications, community flyers, on websites and forms, etc.

ESLN 310C-Scan for specific information in simple life-skill materials related to immediate needs.

ESLN 310C-Predict meanings of unfamiliar vocabulary in context.

ESLN 310C-Identify the main points of a description of unfamiliar events based on the simple present tense, the present progressive tense, the simple past tense, the past progressive tense, the simple future, and present perfect tense using previously studied vocabulary.

Entrance Skills

Initiate and carry on a conversation or discussion about everyday subjects and events in the past or future.

Requisite Course Objectives

ESLN 310C-Understand simple questions and answers, statements, and face-to-face conversations about familiar topics.

ESLN 310C-Listen for specific information such as personal information, career information, information about ID cards, etc.

ESLN 310C-Identify the main points of a description of an unfamiliar event.

ESLN 310C-Use stress and intonation correctly and pronounce consonant and vowel sounds with minimal errors.

ESLN 310C-Ask and answer simple questions, initiate and respond to simple statements, and maintain face-to-face conversations about familiar topics.

ESLN 310C-Express statements and questions in the simple present tense, the present progressive tense, the simple past tense, the past progressive tense, the simple future, and present perfect tense using previously studied vocabulary.

Course Content

1. Listening, Speaking, Reading, and Writing Topics:
 - a. Topics will cover a range of areas, such as climate and the environment, modern technology and science, education and careers, cultural studies, business and marketing, topics of personal development and interest.
2. Listening, speaking, reading, writing, and critical thinking strategies, such as predicting, scanning, inferring, synthesizing, and applying.
3. Grammar Topics:
 - a. Simple Present Tense: Review
 - i. Affirmative
 - ii. Negative
 - iii. Yes/No questions and short answers
 - iv. Wh-questions
 - v. Do/does
 - b. Present Progressive Tense: Review
 - i. Affirmative
 - ii. Negative
 - iii. Yes/No questions and short answers

- iv. Wh-questions
- v. Non-Action Verbs
- c. Simple Past Tense: Review
 - i. Regular –ed forms
 - ii. Irregular forms
 - iii. Affirmative
 - iv. Negative
 - v. Yes/No questions and short answers
 - vi. Wh-questions
- d. Past Progressive: Review
 - i. Affirmative
 - ii. Negative
 - iii. Yes/No questions and short answers
 - iv. Wh-questions
- e. The Future: Review
 - i. be going to
 - ii. will
 - iii. Affirmative
 - iv. Negative
 - v. Yes/No questions and short answers
 - vi. Wh-questions
- f. The Present Perfect: Review
 - i. Affirmative
 - ii. Negative
 - iii. Yes/No questions and short answers
 - iv. Since and For
 - v. Already and Yet
 - vi. Present Perfect versus Simple Past
 - vii. Present Perfect versus Present Perfect Progressive
- g. Nouns and Articles: Review and Expansion
 - i. Nouns and Quantifiers
 - ii. Indefinite Article
 - iii. Definite Article
- h. Adjectives and Adverbs: Review and Expansion
 - i. Adjectives and Adverbs
 - ii. Adjectives: Comparisons with As...as and Than
 - iii. Adjectives: The Superlative
 - iv. Adverbs: As...as, Comparative, Superlatives
- i. Gerunds and Infinitives
 - i. Gerunds: Subject and Object
 - ii. Gerunds after Prepositions
 - iii. Infinitives after Certain Verbs
 - iv. Infinitives of Purpose
 - v. Infinitives with Too and Enough
 - vi. Gerunds and Infinitives
- j. Modals: Review and Expansion
 - i. Necessity: Have to, Must, Don't Have to, Must not, and Can't
 - ii. Expectations: Be supposed to
 - iii. Future Possibility: May, Might, and Could
 - iv. Conclusions: Must, Have to, May, Might, Could, and Can't

Course Objectives

Objectives	
Objective 1	Writing:
Objective 2	Apply correct punctuation in simple and complex sentences.
Objective 3	Write a clear topic sentence and supporting details in an academic paragraph.

Objective 4	Use transitions or time expressions to connect ideas within a paragraph.
Objective 5	Organize, write, revise, and edit an academic paragraph with a specific focus.
Objective 6	Compose complex sentences using learned tenses, grammar structures, and varied vocabulary that is typical of a topic.
Objective 7	Reading:
Objective 8	Discuss familiar words and phrases in context which appear in educational materials and articles about familiar topics.
Objective 9	Comprehend complex sentences which contain familiar words and phrases, as well as learned tenses and grammar structures.
Objective 10	Identify the main idea and scan for details of a paragraph or text on a familiar topic.
Objective 11	Infer the meaning of unfamiliar vocabulary and phrases from context.
Objective 12	Listening:
Objective 13	Discuss previously learned words or phrases in context.
Objective 14	Comprehend complex sentences which contain familiar words and phrases, as well as learned tenses and grammar structures.
Objective 15	Identify the main idea and most supporting details in conversations and audio materials about familiar topics.
Objective 16	Speaking:
Objective 17	Use correct American pronunciation of specific consonant sounds, stress, and intonation.
Objective 18	Demonstrate the ability to ask and answer questions about familiar topics.
Objective 19	Clarify utterances by rewording or repeating in order to be understood by the general public.
Objective 20	Formulate complex sentences using learned tenses, grammar structures, and varied vocabulary that is typical of a topic.
Objective 21	Give short presentations on a variety of subjects.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:

Outcome 1	Write personal and academic paragraphs in response to prompts.
Outcome 2	Use verbal communication to participate in conversations and discussions adjusting language to the respective context.
Outcome 3	Integrate English language into simulated everyday and professional situations.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Demonstration, Repetition/Practice	Instructors will model correct pronunciation and use of new vocabulary. The students will repeat aloud new vocabulary words and use new phrases in presentations, conversations, and role playing. Instructors will also demonstrate the correct use of new tenses and grammar structures.
Lecture	Instructors will lecture on grammar, reading, writing, speaking, listening, and critical thinking strategies, as well as present new vocabulary and phrases in various content areas.
Discussion	Instructors will give a variety of prompts and questions for students to answer in pairs, small groups, and with the whole class for collaborative exchanges of ideas to practice pronunciation, vocabulary, and speaking strategies.
Participation	Instructors will give students prompts to participate in group and class discussions, activities, and assignments.
Role Playing	Instructors will give students prompts to create dialogues for simulated real-life situations.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Group activity participation/observation	Students will participate actively and appropriately in class discussions, exercises, and projects. Students will read easy newspaper articles, watch news and documentaries, and take notes in preparation of group and class discussions.	In and Out of Class
Student participation/contribution	Students will participate actively and appropriately in group and class discussions, activities, projects, and assignments.	In and Out of Class
Mid-term and final evaluations	Students will complete midterm and/or final assessments on course concepts. These assessments will evaluate reading, writing, speaking, and listening skills, as well as grammar.	In and Out of Class
Tests/Quizzes/Examinations	Students will be asked to utilize English language skills in role playing, group and class discussions, presentations, and written quizzes, tests, and assignments. In the hybrid and online teaching modality, students will take online tests.	In and Out of Class
Presentations/student demonstration observations	Students will research topics, prepare, and deliver 5 - 10 minute formal presentations about a variety of topics.	In and Out of Class
Other	Out-of-class hours will be accounted for electronically through the learning management system.	Out of Class Only

Assignments
Other In-class Assignments

1. Complete classroom work and assignments each week
2. Utilize listening, speaking, reading, and writing skills in class and in assignments
3. Transformation exercises for vocabulary building, learning of grammar concepts, etc.
4. Question and answer exercises
5. Learning games devised for language acquisition
6. Complete quizzes and exams

Other Out-of-class Assignments

1. Complete assigned homework
2. Study grammar, vocabulary, strategies, etc. covered in class
3. Transformation exercises for vocabulary building, learning of grammar concepts, etc.
4. Write, edit, and rewrite academic paragraphs
5. Prepare oral presentations
6. Apply speaking skills in everyday and academic situations

Grade Methods

Pass/No Pass Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

Pearson MyEnglishLab (the data is password-protected)

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

MyEnglishLab provides additional practice opportunities for the students.

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
Discussion forums with substantive instructor participation
Online quizzes and examinations
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus

External to Course Management System:

Direct e-mail
Synchronous audio/video

For hybrid courses:

Scheduled Face-to-Face group or individual meetings

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Students will regularly and frequently complete assignments in discussion forums and/or groups, and they will regularly and frequently submit formal writing assignments, so they will receive regular and frequent feedback from the instructor on these assignments.

Other Information

Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.

Many of the ESLN students work full-time, and it has been difficult if not impossible for them to attend a comprehensive class 3-hours/day 4 days/week. A hybrid or 100% online class would enable those students to take this language course. This would be a good way to meet the needs of ESLN students without compromising the quality of the course.

MIS Course Data

CIP Code

32.0108 - Developmental/Remedial English.

TOP Code

493087 - English as a Second Language – Intergrated

SAM Code

E - Non-Occupational

Basic Skills Status

Basic Skills

Prior College Level

Three levels below transfer

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Other Non-credit Enhanced Funding

Approved Special Class

Not special class

Noncredit Category

English as a Second Language

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Not transferable

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

Allow Audit

No

Repeatability

Yes

Repeatability Limit

NC

Repeat Type

Noncredit

Justification

Noncredit courses are not subject to repeatability limits.

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

11/02/2021

Academic Senate Approval Date

11/11/2021

Board of Trustees Approval Date

12/17/2021

Chancellor's Office Approval Date

01/07/2022

Course Control Number

CCC000628542

Programs referencing this courseAcademic English Certificate of Completion (<http://catalog.collegeofthedesert.eduundefined/?key=180>)