

Course Outline of Record

1. Course Code: ESLN-310D
2.
 - a. Long Course Title: ESL - Comprehensive IV (High Intermediate)
 - b. Short Course Title: ESL-COMPREHENSIVE IV
3.
 - a. Catalog Course Description:

This fourth level 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. Students receive a Pass/No Pass grade mark.
 - b. Class Schedule Course Description:

Level IV comprehensive course focusing on verb patterns, gerunds, infinitives, paragraph writing, reading and oral fluency. Students receive a Pass/No Pass grade mark.
 - c. Semester Cycle (if applicable): N/A
 - d. Name of Approved Program(s):
 - ACADEMIC ENGLISH
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 310C or
 Prerequisite: appropriate ESLN Placement Test or
 Prerequisite: Instructor recommendation
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Fuchs, M., Bonner, M., Westheimer M (2012). Focus on Grammar 3 An Integrated Skills Approach (4th/e). New York Pearson ESL.
 College Level: No
 Flesch-Kincaid reading level: 4.5
 - b. Blass, L. & Hartmann, P. (2007). Quest Intro Reading and Writing (2nd/e). New York McGraw Hill.
 College Level: No
 Flesch-Kincaid reading level: N/A
 - c. Dale P. Poms L (2004). Pronunciation Made Simple (2nd/e). New York Pearson Education Inc..
 College Level: No
 Flesch-Kincaid reading level: N/A
7. Entrance Skills: *Before entering the course students must be able:*
 - a. Understand the central meaning and locate facts from simple sentences.
 - ESLN 310C - Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations about familiar topics
 - ESLN 310C - 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
 - ESLN 310C - Demonstrate understanding of sentences which contain familiar words and phrases about everyday

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topics such as education, recreation, jobs, work ethics, community resources, cooking, money and banking, health, automobiles, crime, life events, and civil rights

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

b.

Knowledge of simple past, past continuous, present perfect, and future tenses.

- ESLN 310C - 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.
- ESLN 310C - 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.
- ESLN 310C - 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.
- ESLN 310C - 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.

c. Write related sentences on a given topic.

- ESLN 310C - Demonstrate the ability to write lists, invitations, memos, thank-you letters, personal letters, recipes, financial plans, phone messages, personal messages, and notes.
- ESLN 310C - Demonstrate the ability to write statements or questions using familiar vocabulary and structures

d. Demonstrate understanding of simple questions, announcements, directions, short telephone and face-to-face conversations containing some unfamiliar vocabulary.

- ESLN 310C - 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. Orally describe a sequence of events in the past on a topic related to personal life.

- ESLN 310C - 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
- ESLN 310C - 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.

8. Course Content and Scope:

Lecture:

1. Listening, Speaking, Reading, and Writing Topics

1. Identity and Learning
2. Language and Learning
3. Deciding on a Career
4. Marketing across Time and Space
5. Parenting, Gender, and Stereotypes
6. Becoming a Member of a Community

2. Grammar Topics

1. Simple Present Tense: Review
 1. Affirmative
 2. Negative
 3. Yes/No questions and short answers
 4. Wh-questions
 5. Do/does
2. Present Continuous Tense: Review
 1. Affirmative

2. Negative
3. Yes/No questions and short answers
4. Wh-questions
5. Non-Action Verbs
3. Simple Past Tense: Review
 1. Regular –ed forms
 2. Irregular forms
 3. Affirmative
 4. Negative
 5. Yes/No questions and short answers
 6. Wh-questions
4. Past Continuous: Review
 1. Affirmative
 2. Negative
 3. Yes/No questions and short answers
 4. Wh-questions
5. The Future: Review
 1. be going to
 2. will
 3. Affirmative
 4. Negative
 5. Yes/No questions and short answers
 6. Wh-questions
6. The Present Perfect: Review
 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 Progressive
7. Nouns and Articles: Review and Expansion
 1. Nouns and Quantifiers
 2. Indefinite Article
 3. Definite Article
8. Adjectives and Adverbs: Review and Expansion
 1. Adjectives and Adverbs
 2. Adjectives: Comparisons with As...as and Than
 3. Adjectives: The Superlative
 4. Adverbs: As...as, Comparative, Superlatives
9. Gerunds and Infinitives
 1. Gerunds: Subject and Object
 2. Gerunds after Prepositions
 3. Infinitives after Certain Verbs
 4. Infinitives of Purpose
 5. Infinitives with Too and Enough
 6. Gerunds and Infinitives
10. Modals: Review and Expansion
 1. Necessity: Have to, Must, Don't Have to, Must not, and Can't
 2. Expectations: Be supposed to
 3. Future Possibility: May, Might, and Could
 4. Conclusions: Must, Have to, May, Might, Could, and Can't

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

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9. Course Student Learning Outcomes:

1.

Write personal and academic paragraphs in response to prompts.

2.

Use verbal communication to participate in conversations and discussions adjusting language to the respective context.

3.

Integrate English language into simulated everyday and professional situations.

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

Writing:

b. Demonstrate understanding of correct punctuation in simple and complex sentences.

c. Demonstrate the ability to write a clear topic sentence in an academic paragraph.

d. Demonstrate the ability to use transitions or time expressions to connect ideas within a paragraph.

e. Organize, write, revise, and edit an academic paragraph with a specific focus.

f. Demonstrate the ability to write sentences and questions about topics such as identity and learning, language and learning, deciding on a career, marketing, parenting, gender, stereotypes, and community involvement.

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

Reading:

i. Demonstrate understanding of familiar words and phrases which appear in educational materials and articles about familiar topics.

j. Demonstrate understanding of simple and complex sentences which contain familiar words and phrases about topics such as identity and learning, language and learning, deciding on a career, marketing, parenting, gender, stereotypes, and community involvement.

k. Demonstrate the ability to identify the main idea and scan for details of a paragraph on a familiar topic.

l. Guess the meaning of unfamiliar vocabulary and phrases from context.

m. Comprehend statements and questions in the simple present tense, the present continuous tense, the simple past tense, the past continuous tense, the simple future tense, and the present perfect tense.

Listening:

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

p. Demonstrate understanding of simple and compound sentences about topics that refer to identity and learning, language and learning, deciding on a career, marketing, parenting, gender, stereotypes, and community involvement.

q. Identify the main ideas and most supporting details in familiar topics.

r. 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 tense, and the present perfect tense.

Speaking:

t. Demonstrate the ability to use correct American pronunciation of specific consonant sounds, stress, and intonation.

u. Demonstrate the ability to ask and answer questions about topics that refer to identity and learning, language and learning, deciding on a career, marketing, parenting, gender, stereotypes, and community involvement.

v. Clarify utterances by rewording or repeating in order to be understood by the general public.

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

Core Skills:

y. Apply knowledge and skills to new and varied situations.

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

aa. 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. 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 Assesment 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; minor modifications

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

b. Replacement Course *(Enter original Course Code):* N/A

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

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000320871
- b. T.O.P. Code [CB03]: 493087.00 - English as a Second Langu
- 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]: C = 3 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*): ACADEMIC ENGLISH

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: No

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 10/15/15