

Course Outline of Record

1. Course Code: ESLN-310E
2.
 - a. Long Course Title: ESL - Comprehensive V (Low Advanced)
 - b. Short Course Title: ESL-COMPREHENSIVE V
3.
 - a. Catalog Course Description:
 This course provides a bridge for non-credit non-native speakers of English preparing to enroll in credit academic and vocational classes. The course provides a basic introduction to the writing process and the development of critical-thinking skills. The course emphasizes communication fluency in authentic personal and academic modes. Students receive a Pass/No Pass grade mark.
 - b. Class Schedule Course Description:
 As the last course in the Comprehensive series, much of the topic content focuses on non-native speakers of English preparing to enroll in credit academic and vocational classes. The course emphasizes communication fluency in authentic personal and academic modes of reading, writing, grammar, speaking, and listening. 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 (CCForm1-A)
 Prerequisite: ESLN 310D 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. & Hartmann, P. (2007). Quest 1 Reading and Writing (2nd/e). New York McGraw Hill.
 College Level: No
 Flesch-Kincaid reading level: N/A
 - b. Fuchs, M., Bonner, M (2012). Focus on Grammar 4 An Integrated Skills Approach (4th/e). New York Pearson ESL.
 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.
 Read materials on everyday subjects and non-technical prose.

- ESLN 310D - 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,

ESLN 310E-ESL - Comprehensive V (Low Advanced)

stereotypes, and community involvement.

- ESLN 310D - Guess the meaning of unfamiliar vocabulary and phrases from context.

b.

Engage in extended conversation with little hesitation discussing a broad range of subjects.

- ESLN 310D - Demonstrate the ability to use correct American pronunciation of specific consonant sounds, stress, and intonation.
- ESLN 310D - Demonstrate the ability to ask and answer intermediate questions about topics that refer to identity and learning, language and learning, deciding on a career, marketing, parenting, gender, stereotypes, and community involvement.
- ESLN 310D - 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.

c.

Generally use appropriate syntax, grammatical patterns, and tenses.

- ESLN 310D - Demonstrate the ability to ask and answer intermediate questions about topics that refer to identity and learning, language and learning, deciding on a career, marketing, parenting, gender, stereotypes, and community involvement.
- ESLN 310D - Clarify utterances by rewording or repeating in order to be understood by the general public.
- ESLN 310D - 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.

d. Write routine correspondence and paragraphs.

- ESLN 310D - Demonstrate the ability to write a clear topic sentence in a simple paragraph.
- ESLN 310D - Demonstrate the ability to use transitions or time expressions to connect ideas within a paragraph.
- ESLN 310D - Organize, write, revise, and edit a simple paragraph with a specific focus.
- ESLN 310D - 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.

8. Course Content and Scope:

Lecture:

1. Listening, Speaking, Reading, and Writing Topics
 1. Career Planning
 2. The Free Enterprise System
 3. Biology
 4. Nutrition
 5. US History (1607-1776)
 6. US History (1850-1900)
2. Grammar Topics
 1. Past Perfect:
 1. Past Perfect
 2. Past Perfect Progressive
 2. Future: Review and Expansion
 1. Future
 2. Future Progressive
 3. Gerunds and Infinitives: Review and Expansion
 1. Verbs + Gerunds
 2. Verbs + Infinitives
 3. Verbs + either Gerunds or Infinitives
 4. Verbs + either Gerunds or Infinitives with a Difference in Meaning
 5. Make, Have, Let, Help, and Get
 4. Adjective Clauses
 1. Adjective Clauses with Subject Relative Pronouns

2. Adjective Clauses with Object Relative Pronouns
5. Modals: Review and Expansion
 1. Modal Review
 2. Advisability in the Past
 3. Speculations and Conclusions about the Past
6. The Passive
 1. Overview of the Passive
 2. The Passive with Modals
 3. The Passive Causative
7. Conditionals
 1. Present Real Conditionals
 2. Future Real Conditionals
 3. Present and Future Unreal Conditionals
 4. Past Unreal Conditionals

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

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9. Course Student Learning Outcomes:

1.
Write an academic paragraph in response to a prompt using complex sentence structures and task appropriate vocabulary.
2.
Analyze and present ideas in extended conversations, discussions, and presentations, displaying an understanding of appropriate formality.
3.
Apply the correct usage of formal or idiomatic English for everyday, professional, and academic situations.

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

Writing:

- b. Demonstrate the understanding of planning, organizing, writing, editing, and rewriting an academic paragraph.
- c. Demonstrate the ability to write a solid topic sentence using complex sentence structure with minor errors.
- d. Demonstrate the ability to use well-supported points and details that support the topic sentence.
- e. Demonstrate the ability to use transitional signals/connectors to introduce new ideas.
- f. Use a variety of advanced vocabulary when writing about familiar topics.
- g. Demonstrate the ability to write various types of academic paragraphs.
- h. Demonstrate the ability to write statements and questions in all verb tenses.

Reading:

- j. Demonstrate the ability to use reading strategies to guess the meaning of unfamiliar vocabulary from context, definitions, punctuation, specific introductory phrases, examples, or explanations.
- k. Demonstrate understanding of previewing a text from its title, headings, topic heading as well as scanning for information or reading the introduction.
- l. Demonstrate the ability to recognize the main idea, the topic, and the details of a range of personal, professional, and academic texts written at a low-advanced level.
- m. Demonstrate understanding of complex sentences which contain words and phrases about familiar topics.
- n. Demonstrate the ability to understand implications beyond surface meaning.
- o. Comprehend statements and questions in all verb tenses.

Listening:

- q. Demonstrate the ability to listen for the main idea, specific details, and supporting information when listening to natural and extended speech.
- r. Demonstrate an understanding of oral presentations and discussions.
- s. Demonstrate an understanding of complex broadcast information from a variety of sources.

- t. Demonstrate an understanding of informal conversations among fluent speakers of English with minimal repetition or rewording.
- u. Demonstrate the ability to understand the central idea of speech related to professional or academic topics.
- v. Demonstrate the ability to understand implications beyond surface meaning.
- w. Comprehend statements and questions aurally in all verb tenses.

Speaking:

- y. Demonstrate the ability to learn and apply advanced vocabulary to match the formality of the situation.
- z. Demonstrate the ability to ask and answer low-advanced questions about familiar topics.
- aa. Demonstrate the ability to use correct American pronunciation of consonant and vowel sounds, stress, and intonation with some errors that do not impede meaning.
- ab. Demonstrate the ability to understand and use complex statements and questions in all verb tenses.

Core Skills:

- ad. Apply knowledge and skills to new and varied situations.
- ae. Participate effectively in teams and in other groups to make decisions and seek consensus.
- af. 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
- c. Participation

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. Out-of-class Assignments

a. Complete assigned homework b. Study grammar, vocabulary, reading strategies, etc. covered in class
c. Transformation exercises for vocabulary building, learning of grammar concepts, etc. d. Write, edit, and rewrite academic paragraphs e. Read newspaper articles, watch news and documentaries, and take notes in preparation of class discussions f. Prepare oral presentations g. Apply speaking skill in everyday and academic situations

b. 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

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 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:

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*

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

22. MIS Course Data Elements

a. Course Control Number [CB00]: CCC000319074

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]: 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*

ESLN 310E-ESL - Comprehensive V (Low Advanced)

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