

ESLN 310B: ESL - COMPREHENSIVE II

Originator

ecruzsantoyo

Co-Contributor(s)**Name(s)**

Airhart-Bolze, Alison

Senters, Renate

Vescial, Frederick

Justification / Rationale

Addition of 100% online teaching modality.

Effective Term

Fall 2022

Credit Status

Noncredit

Subject

ESLN - ESL Noncredit

Course Number

310B

Full Course Title

ESL - Comprehensive II

Short Title

ESL-COMPREHENSIVE II

Discipline**Disciplines List**

English as a Second Language (ESL): Noncredit

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This Level II 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.

Schedule Description

Level II high-beginning ESL course reviews previously learned materials from Level 1 and helps to further develop students' abilities in reading, writing, speaking and listening focusing on simple past, and simple future.

Prerequisite: ESLN 310A, 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 310A, or self placement, or instructor recommendation

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

Book

Author

Blass L., Gordon D.

Title

Writers at Work: From Sentence to Paragraph

Edition

1st

City

New York

Publisher

Cambridge University Press

Year

2010

College Level

No

Flesch-Kincaid Level

N/A

ISBN #

ISBN 978-1107457645

Resource Type

Book

Author

Schoenberg, I.

Title

Focus on Grammar 2

Edition

5th

City

New York

Publisher

Pearson ESL

Year

2017

College Level

No

Flesch-Kincaid Level

N/A

ISBN #

0134119983

Resource Type

Book

Author

Mackey, D.

Title

Read This! 1

Edition

1st

City

New York

Publisher

Cambridge University Press

Year

2010

College Level

No

Flesch-Kincaid Level

N/A

ISBN #

978-0-521-74786-8

For Text greater than five years old, list rationale:

Writers at Work, Read This! 1, and the Oxford Picture Dictionary are all older than five years but still the best writing, reading, and ESL dictionaries on the market. In addition, content matter has not changed.

Class Size Maximum

30

Entrance Skills

Write basic sentences following a model.

Requisite Course Objectives

ESLN 310A-Show the ability to write simple lists

ESLN 310A-Exhibit the ability to take number, letter, and word dictation

ESLN 310A-Demonstrate the ability to write phone messages, personal messages, and notes

ESLN 310A-Show the ability to write statements and/or "Yes/No" and "Wh-questions using familiar vocabulary and structures

ESLN 310A-Using previously-studied vocabulary, exhibit the ability to write sentences and questions in the simple present, present continuous tenses, as well as the simple past of the verb "be" about topics, such as school, work, family, home, physical descriptions, daily routines, shopping, food, health, jobs, and free time

ESLN 310A-Apply knowledge and skills to new and varied situations

Entrance Skills

Respond to statements and questions using basic English structures to communicate .

Requisite Course Objectives

ESLN 310A-Demonstrate understanding of high frequency vocabulary and common social phrases

ESLN 310A-Show understanding of short phrases or sentences about topics that refer to basic personal information or the immediate physical setting

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 (edit)

ESLN 310A-Conduct a basic conversation using simple statements and questions in the simple present tense, the present continuous tense and the simple past tense of the verb 'be' and previously-studied vocabulary

Entrance Skills

Produce simple sentences in oral and written form for survival needs.

Requisite Course Objectives

ESLN 310A-Demonstrate understanding of short phrases or sentences about topics that refer to basic personal information or the immediate physical setting

ESLN 310A-Show understanding of short phrases or sentences about topics that refer to basic personal information or the immediate physical setting

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 (edit)

Course Content

1. Listening, Speaking, Reading, and Writing Topics:

Topics will cover a range of areas, such as the environment, technology, life events, community, employment, food, free time activities, travel, etc.

2. Listening, speaking, reading, writing, and critical thinking strategies, such as identifying the main idea, asking and answering "Why?" questions, finding causes and effects, etc.

3. Grammar Topics:

1. BE Verb: Review
 - a. Questions
 - b. Negative
 - c. Affirmative
2. Simple Present Tense Review
 - a. Affirmative
 - b. Negative
 - c. Yes/No Questions and short answers
 - d. Wh-questions
 - e. Do/does
3. Present Continuous Tense Review
 - a. Affirmative
 - b. Negative
 - c. Yes/No Questions

- d. Wh-questions
- e. Non-Action verbs
- 4. Simple Past Tense
 - a. Regular -ed forms
 - b. Irregular forms
 - c. Affirmative
 - d. Negative
 - e. Yes/No Questions and short answers
 - f. Wh-questions
- 5. Future Tense
 - a. be going to
 - b. will
 - c. Affirmative
 - d. Negative
 - e. Yes/No questions and short answers
 - f. Wh-questions
- 6. Adjectives and Adverbs
 - a. The comparative
 - b. The Superlative
 - c. Adverbs of Manner
- 7. Nouns
 - a. Non-Countable Nouns
 - b. Countable Nouns
 - c. Pronouns
 - d. Articles with Count/Non-Count
- 8. Quantifiers
 - a. How much / How many
 - b. Too many Too much
 - c. Enough + Noun
- 9. There is / There are
 - a. Affirmative
 - b. Negative
 - c. Questions and short answers
- 10. Possessives
 - a. Nouns
 - b. Adjectives
 - c. Pronouns
 - d. Questions with Whose

Course Objectives

	Objectives
Objective 1	Listening:
Objective 2	Identify key details in conversations that are conducted clearly and slowly.
Objective 3	Distinguish previously learned words or phrases in context.
Objective 4	Identify basic information presented in a conversation, such as information about people, places, directions, ownership, location, times, calendar dates, etc.
Objective 5	Classify whether the verb tense of a conversation is in the simple present, present progressive, simple past or simple future.
Objective 6	Reading:
Objective 7	Identify meaning of isolated words and phrases which appear in short texts.
Objective 8	Select correct answers to questions after reading a set of related sentences or simplified paragraphs.
Objective 9	Distinguish the sequence of occurrences in texts that contain simple statements and questions in the simple present tense, the present progressive tense, the simple past tense, and the simple future.
Objective 10	Writing:

- Objective 11 Reproduce in written form learned vocabulary and phrases in statements and questions of various verb tenses, such as the simple present, the present progressive, the simple past, and the simple future.
- Objective 12 Write with accuracy dictated numbers, words, and sentences.
- Objective 13 Write sentences using an illustration as a prompt.
- Objective 14 Compose sentences about a favorite place, person, or thing using quantifiers, adjectives, and articles correctly.
- Objective 15 Speaking:
- Objective 16 Produce common social phrases and greetings.
- Objective 17 Ask and answer simple questions about a variety of topics such as likes and dislikes, personal details, the weather, directions, routines, ownership of possessions, and description of activities, events, places or people.
- Objective 18 Express the need for clarifying information in a conversation and provide clarifying information if requested.
- Objective 19 Using previously learned vocabulary, produce simple statements and questions in the simple present tense, the present progressive tense, the simple past tense, and the simple future tense.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Produce sentences in response to questions or prompts using Basic English sentence structure and familiar vocabulary.
Outcome 2	Participate in a conversation by making statements and responding to statements and questions using appropriate pronunciation and grammar structure.
Outcome 3	Use English to express basic needs.

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, grammar 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 texts, watch short video clips, and take notes in preparation for 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, listening and grammar skills.	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 modalities, students will take online tests.	In and Out of Class
Presentations/student demonstration observations	Students will research, prepare, and deliver short 1 - 3 minute 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.	In and Out of Class

Assignments

Other In-class Assignments

1. Complete classroom work and/or assignments each week.
2. Utilize listening, speaking, reading, and writing skills in class and in assignments.
3. Complete quizzes and exams.

Other Out-of-class Assignments

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

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
- Private messages
- Regular virtual office hours
- Timely feedback and return of student work as specified in the syllabus
- Video or audio feedback
- Weekly announcements

External to Course Management System:

- Direct e-mail
- Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
- Synchronous audio/video
- Telephone contact/voicemail

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

Five 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**

11/18/2021

Academic Senate Approval Date

12/09/2021

Board of Trustees Approval Date

01/21/2022

Chancellor's Office Approval Date

06/12/2012

Course Control Number

CCC000324599

Programs referencing this course

English Proficiency: Life Work Skills (<http://catalog.collegeofthedesert.eduundefined/?key=186>)