

ESLN 310C: ESL - COMPREHENSIVE III

Originator

aairhart

Justification / Rationale

Addition of 100% online teaching modality.

Effective Term

Fall 2022

Credit Status

Noncredit

Subject

ESLN - ESL Noncredit

Course Number

310C

Full Course Title

ESL - Comprehensive III

Short Title

ESL-COMPREHENSIVE III

Discipline**Disciplines List**

English as a Second Language (ESL): Noncredit

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This Level III 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 past, present perfect, and present perfect progressive tenses. Emphasis is placed on expanding the students' oral, reading, and writing fluency in English.

Schedule Description

Level III comprehensive low-intermediate course focusing on past tense, present perfect, introduction to writing an academic paragraph, and oral communications. Prerequisite: ESLN 310B, 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 310B, or self placement, or instructor recommendation

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

Book

Author

Bass 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 #

978-0-521-12030-2

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

Flesch-Kincaid Level

N/A

ISBN #

978-0-13-385488-6

Resource Type

Book

Author

Mackay, D.

Title

Read This! Level 1

Edition

1st

City

New York

Publisher

Cambridge

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 and Read This! 1 are older than five years but still the best introduction to paragraph writing and reading texts on the market. Also, the content matter has not changed.

Class Size Maximum

30

Entrance Skills

Produce sentences in response to questions or prompts using Basic English sentence structure and familiar vocabulary.

Requisite Course Objectives

ESLN 310B-Produce common social phrases and greetings.

ESLN 310B-Ask and answer elementary questions about topics such as likes, dislikes, personal details, the weather, directions, routines, ownership of possessions, description of activities, events, places or people.

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

Entrance Skills

Participate in a conversation by making statements and responding to statements and questions using task appropriate pronunciation and grammar structure.

Requisite Course Objectives

ESLN 310B-Identify key details in conversations that are conducted clearly and slowly.

ESLN 310B-Recognize and describe basic information such as information about people, places, directions, ownership, location, times, calendar dates, etc.

ESLN 310B-Distinguish an action time frame by verb tenses used in 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-Request and clarify information on familiar topics.

Entrance Skills

Use English to express basic needs.

Requisite Course Objectives

ESLN 310B-Use simple statements and questions in the simple present tense, the present continuous tense, the simple past tense, and the simple future tense using previously studied vocabulary.

ESLN 310B-Produce written sentences and questions about topics such as school, life events, restaurants and food, housing, employment, hobbies, and personal information.

ESLN 310B-Produce common social phrases and greetings.

Course Content

1. Listening, Speaking, Reading, and Writing Topics
 - a. Topics will cover a range of areas, such as the local and world environments, cultural differences, science and space, technology, engineering, family relations, etc.
2. Listening, speaking, reading, writing, and critical thinking strategies, such as scanning, identifying the main idea, descriptive writing, predicting, etc.
3. Grammar topics:
 - a. Simple Present Tense: Review and Expansion
 - i. Do/does
 - ii. Wh- Questions
 - iii. Yes/No questions and short answers
 - iv. negative
 - v. affirmative
4. Present Continuous Tense: Review and Expansion
 - a. Affirmative
 - b. Negative
 - c. Yes/No questions and short answers
 - d. Wh-questions
 - e. Non-Action Verbs
5. Simple Past Tense: Review and Expansion
 - a. Regular -ed forms
 - b. Irregular forms
 - c. Affirmative
 - d. Negative
 - e. Yes/No questions and short answers
 - f. Wh questions
 - g. Used to
6. Past Continuous: Review and Expansion
 - a. Affirmative
 - b. Negative
 - c. Yes/No questions and short answers
 - d. Wh-questions
7. The Future: Review and Expansion

- a. Be going to
 - b. Will
 - c. Affirmative
 - d. Negative
 - e. Yes/No questions and short answers
 - f. Wh-questions
 - g. Future Time Clauses
8. Present Perfect: Introduction
- a. Affirmative
 - b. Negative
 - c. Yes/No questions and short answers
 - d. Since and for
 - e. Already and Yet
 - f. Present Perfect versus Simple Past
 - g. Present Perfect versus Present Perfect Progressive
9. Modals
- a. Ability: Can, Could, Be able to
 - b. Permission: Can, Could, May, Do you mind if
 - c. Requests: Can, Could, Will, Would, Would you mind
 - d. Advice: Should, Ought to, and Had Better

Course Objectives

	Objectives
Objective 1	Listening:
Objective 2	Discuss previously learned words or phrases in context.
Objective 3	Identify simple questions and answers, statements, and face-to-face conversations about familiar topics.
Objective 4	Listen for specific information such as personal information, career information, information about ID cards, etc.
Objective 5	Identify the main points of a description of an unfamiliar event.
Objective 6	Reading:
Objective 7	Infer the meaning of learned vocabulary and phrases which appear in educational material, recipes, job applications, community flyers, on websites and forms, etc.
Objective 8	Scan for specific information in simple life-skill materials related to immediate needs.
Objective 9	Predict meanings of unfamiliar vocabulary in context.
Objective 10	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.
Objective 11	Writing:
Objective 12	Apply basic punctuation (commas, periods, question marks, and colons), in basic formal and informal writing.
Objective 13	Use the correct format when writing formal and informal written discourse including indentation as well as capitalization of titles.
Objective 14	Organize, draft, revise, and edit a simple paragraph with a specific focus.
Objective 15	Compose sentences and questions about topics, such as education, technology, recreation, jobs, work ethics, community resources, etc.
Objective 16	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.
Objective 17	Speaking:
Objective 18	Use stress and intonation correctly and pronounce consonant and vowel sounds with minimal errors.
Objective 19	Ask and answer simple questions, initiate and respond to simple statements, and maintain face-to-face conversations about familiar topics.

Objective 20 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.

Student Learning Outcomes

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

Outcome 1 Write basic paragraphs in response to prompts.

Outcome 2 Use English to carry on a conversation or discussion using appropriate verb tenses and vocabulary.

Outcome 3 Apply English in simulated real-life 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
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 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
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
Presentations/student demonstration observations	Students will research topics, prepare, and deliver short 3 - 5 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 learning
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 skill 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 MyEnglish Lab (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
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 online class would enable those students to take this language class. 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

Four 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

12/22/2021

Course Control Number

CCC000322641

Programs referencing this courseEnglish Proficiency: Life Work Skills (<http://catalog.collegeofthedesert.eduundefined/?key=186>)