ESLN 310E: ESL - COMPREHENSIVE V

Originator
rsenters

Justification / Rationale
Addition of 100% online teaching modality

Effective Term
Fall 2022

Credit Status
Noncredit

Subject
ESLN - ESL Noncredit

Course Number
310E

Full Course Title
ESL - Comprehensive V

Short Title
ESL-COMPREHENSIVE V

Discipline

Disciplines List
English as a Second Language (ESL): Noncredit

Modality
Face-to-Face
100% Online
Hybrid

Catalog Description
This Level V comprehensive 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.

Schedule 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.
Prerequisite: ESLN 310D, 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 310D, or self placement, or instructor recommendation

Required Text and Other Instructional Materials

Resource Type

Book

Author

Fuchs, M., Bonner, M

Title

Focus on Grammar 4

Edition

5th

City

New York

Publisher

Pearson ESL

Year

2017

College Level

No

ISBN #

978- 0-13-411999-1

Resource Type

Book

Author

Vargo M., Blass L.

Title

Pathways 1 Reading, Writing, and Critical Thinking

Edition

2nd

City

Boston

Publisher

National Geographic Learning

Year

2018

College Level

No

ISBN #

978-1-337-40776-2

Class Size Maximum

30

Entrance Skills

Compose a paragraph with a topic sentence and supporting details using complex sentence structures.

Requisite Course Objectives

ESLN 310D-Apply correct punctuation in simple and complex sentences.
ESLN 310D-Formulate a clear topic sentence in an academic paragraph.
ESLN 310D-Compose complex sentences using learned tenses, grammar structures, and varied vocabulary that is typical of a topic.

Entrance Skills

Understand texts on everyday subjects and non-technical prose.

Requisite Course Objectives

ESLN 310D-Understand familiar words and phrases which appear in educational materials and articles about familiar topics.
ESLN 310D-Comprehend complex sentences which contain familiar words and phrases, as well as learned tenses and grammar structures.
ESLN 310D-Identify the main idea and scan for details of a paragraph or text on a familiar topic.

Entrance Skills

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

Requisite Course Objectives

ESLN 310D-Comprehend complex sentences which contain familiar words and phrases, as well as learned tenses and grammar structures.
ESLN 310D-Identify the main ideas and most supporting details in familiar topics.
ESLN 310D-Use correct American pronunciation of specific consonant sounds, stress, and intonation.
ESLN 310D-Demonstrate the ability to ask and answer questions about familiar topics.
ESLN 310D-Clarify utterances by rewording or repeating in order to be understood by the general public.

Course Content

1. Listening, Speaking, Reading, and Writing Topics: Topics will cover a range of areas, such as energy and technology, science and anthropology, visual arts and music, and geography.
2. Listening, speaking, reading, writing, and critical thinking strategies, such as inferring, synthesizing, evaluating, reflecting, and applying.
3. Grammar Topics
   a. Past Perfect:
      i. Past Perfect
      ii. Past Perfect Progressive
   b. Future: Review and Expansion
      i. Future
      ii. Future Progressive
   c. Gerunds and Infinitives: Review and Expansion
      i. Verbs + Gerunds
      ii. Verbs + Infinitives
      iii. Verbs + either Gerunds or Infinitives
      iv. Verbs + either Gerunds or Infinitives with a Difference in Meaning
      v. Make, Have, Let, Help, and Get
   d. Adjective Clauses

      i. Adjective Clauses with Subject Relative Pronouns
      ii. Adjective Clauses with Object Relative Pronouns
  e. Modals: Review and Expansion
      i. Modal Review
      ii. Advisability in the Past
      iii. Speculations and Conclusions about the Past
  f. The Passive
      i. Overview of the Passive
      ii. The Passive with Modals
      iii. The Passive Causative
  g. Conditionals
      i. Present Real Conditionals
      ii. Future Real Conditionals
      iii. Present and Future Unreal Conditionals
      iv. Past Unreal Conditionals

Course Objectives

	Objectives
Objective 1	Writing:
Objective 2	Apply the process of planning, organizing, writing, editing, and rewriting an academic paragraph.
Objective 3	Write a solid topic sentence using complex sentence structure and academic vocabulary.
Objective 4	Provide details and explanations or examples that support the topic sentence.
Objective 5	Effectively use transitional signals/connectors to introduce new ideas.
Objective 6	Utilize a variety of academic vocabulary that is typical of a topic.
Objective 7	Compose various types of academic paragraphs.
Objective 8	Reading:
Objective 9	Apply reading strategies to guess the meaning of unfamiliar vocabulary from context, definitions, punctuation, specific introductory phrases, examples, or explanations.
Objective 10	Preview a text from its title and headings, as well as scanning for information or reading the introduction.
Objective 11	Identify the main idea, the topic, and the details of a range of personal, professional, and academic texts written at a low-advanced level.
Objective 12	Understand complex sentences which contain academic vocabulary about familiar topics.
Objective 13	Demonstrate the ability to understand implications beyond surface meaning.
Objective 14	Listening:
Objective 15	Listen for the main idea, specific details, and supporting information when listening to natural and extended speech.
Objective 16	Demonstrate an understanding of information from a variety of sources, such as oral presentations and discussions, as well as speech related to professional or academic topics.
Objective 17	Participate in informal conversations among fluent speakers of English with minimal repetition or rewording.
Objective 18	Comprehend implications beyond surface meaning.
Objective 19	Speaking:
Objective 20	Apply advanced vocabulary displaying an understanding of the appropriate formality of a situation.
Objective 21	Ask and answer low-advanced questions about familiar topics.
Objective 22	Use correct American pronunciation of consonant and vowel sounds, stress, and intonation with minor errors that do not impede meaning.
Objective 23	Formulate complex statements and questions in all verb tenses.
Objective 24	Give 5 - 10 minute presentations on everyday and academic subjects.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Write an academic paragraph in response to a prompt using complex sentence structures and task-appropriate vocabulary.

| Outcome 2 | Analyze and present ideas in extended conversations, discussions, and presentations, displaying an understanding of appropriate formality. |
| Outcome 3 | Apply the correct usage of formal or idiomatic English for everyday, professional, and academic situations. |

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Participation	Instructors will give students prompts to participate in group and class discussions, activities, and assignments.
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.
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.
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.
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
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
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
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
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/or 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. Games devised for learning
6. Complete quizzes and exams

Other Out-of-class Assignments

1. Complete assigned homework
2. Study grammar, vocabulary, reading strategies, etc. covered in class
3. Transformation exercises for vocabulary building, learning of grammar concepts, etc.
4. Write, edit, and rewrite academic paragraphs
5. Read newspaper articles, watch news and documentaries, and take notes in preparation of class discussions
6. Prepare oral presentations
7. 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
CCC000628543

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