

COURSE OUTLINE

ESL 50

English as a Second Language Level 5

Catalog Statement

ESL 50 is designed for students at the advanced level of English acquisition. This course provides instruction in reading and writing; paragraph and essay structure; verbal communication skills; comprehension of academic, professional, and everyday spoken English; and development of life skills competencies. Special attention is given to the development of writing skills. Emphasis is placed upon the direct study of English grammar appropriate for academic settings and overall effectiveness in communication.

Total Lecture Units: 0.0

Total Laboratory Units: 0.0

Total Course Units: 0.0

Total Lecture Hours: 160.0-224.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

Total Faculty Contact Hours: 160.0-224.0

Total Student Contact Hours: 160.0-224.0

Recommended Preparation: Placement is based upon performance on a division placement assessment, or completion of ESL 40.

Course Entry Expectations

Prior to enrolling in the course, the student should be able to:

- demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level;
- write a three-paragraph composition that contains an introductory paragraph, a body, and a conclusion;
- converse at a functional level adequate for everyday use on the campus and in the community;
- demonstrate understanding of the majority of face-to-face speech, recorded, and live dialogues in standard dialect at a normal rate, although some repetition may be required;
- decode reading passages at the 3,000-word level, identify main ideas and supporting details, make inferences, and summarize short passages;
- approximate standard American pronunciation well enough to be understood by typical fluent speakers of English.

Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests which may be given and the divisional grammar mastery test for this level;
- write a five-paragraph essay that contains a thesis statement, introductory paragraph, body, and conclusion;
- converse at a functional level adequate for everyday use on the campus and in the community;
- demonstrate understanding of the majority of direct and indirect speech in standard and regional dialects at a normal rate;
- decode 3,500-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.

Course Content

Total Faculty Contact Hours = 160.0-224.0

Grammar (31 - 43 hours)

Sentence Structure - word order

Reported and quoted speech

Sentence elements

Noun clauses

Independent vs. dependent clauses

Adjective clauses

Possessive

Object of preposition

Noun as modifiers

Which to modify a whole sentence

Gerunds and infinitives (past, passive, and past-passive)

Verb tenses and modes

Tenses in active and passive voice

Future perfect

Future perfect continuous

Conditionals, wishes, and subjunctives: future, present and past

Verbs followed by infinitives: *appear, guarantee, etc.*

Verbs followed by gerunds: *imagine, celebrate, report, etc.*

Phrasal verbs: transitive/separable (*bring up, let down, etc.*),

transitive/inseparable *count on, stick with, etc.*), intransitive/inseparable (*come out, light up, etc.*) and three-word phrasal verbs *drop out of, etc.*)

Adverbial clauses to show condition (*whether or not*), contrast (*even though*) etc.

Connectives expressing cause and effect, contrast, and condition

Listening Comprehension (15 - 22 hours)

Inference and deduction

Analysis of speeches, lectures, situational dialogues and films

Non-native accents and regional dialects

Speaking (31 - 43 hours)

Pronunciation

Discrimination and production of sounds and intonation patterns

Word and sentence stress

Reductions that occur in rapid speech

Oral communication

Cross-cultural factors related to communication
Dialogues, speeches, and communicative tasks
Summarizing or reacting to written or spoken material
Idioms, sayings, expressions, euphemisms

Reading (31 - 43 hours)

Vocabulary building

Colloquialisms, slang, and idioms
Jargon and technical vocabulary
Use of deduction for word meaning from context

General reading

Pre- and post-reading strategies
Subject matter: humanities, social and physical sciences, journalism
Length: several-page articles and passages; short novel or non-fiction text

Comprehension

Identification of rhetorical modes
Factual recall of detailed information
Analysis of themes, meanings, and ideas
Inference and prediction
Paraphrase and summary

Skills

Review of skimming and scanning
Fluency

Writing (37 - 52 hours)

Rhetoric and rhetorical modes

Thesis statement, development, unity, coherence, conclusion
Style, tone, point of view, logic
Research techniques and outlining
Types of rhetorical development
Classification/definition
Example
Description
Narration
Comparison/contrast
Argument

Mechanics of writing

Identification and elimination of fragments, comma splicing, and run-on sentences
Punctuation: question marks, comma, semi-colon, hyphen, dash

Essay writing and rewriting

Essay structure: thesis statement, introductory paragraph, body conclusion
Organization: unity, development, coherence
Process: pre-writing, first draft, revising, editing, final copy

American Culture and Life Skills (15 - 21 hours)

Ethics and values

Politics, government, individuality, and ethnicity

Instructional styles, classroom conventions, and expectations in college and adult classes

Diversity in society, including in education and the workplace
Cross-cultural issues

Methods of Instruction

The following methods of instruction may be used in this course:

- lecture;
- whole-group interactive communicative activities (e.g. Find five classmates who have similar educational goals);
- individual, paired, and small group projects, activities, and presentations (e.g. Ask your classmate to describe his or her educational goals for the future);
- multi-media presentations and activities.

Out of Class Assignments

The following out of class assignments may be used in this course:

- fill-in-the-blank grammar exercises (e.g. By 8 o'clock, I ____ my homework (will have finished));
- write multi-paragraph essays with an introduction, body, and conclusion;
- respond to speaking prompts to practice conversational fluency;
- read excerpts of fiction and non-fiction sources.

Methods of Evaluation

The following methods of evaluation may be used in this course:

- conversations with the teacher to assess listening comprehension and speaking ability;
- quizzes and unit tests;
- involvement in group projects;
- works-in-progress;
- exit examination.

Textbooks

Azar, Betty S., and Stacy A Hagan. *Understanding and Using English Grammar Student Book*. 4th ed. White Plains: Pearson, 2011. Print.
5th Grade Textbook Reading Level. ISBN #9780132455459

Maurer, Jay. *Focus on Grammar 5 Student Book and Workbook*. 4th ed. White Plains: Pearson, 2012. Print.
5th Grade Textbook Reading Level. ISBN #9780132546508

Maynard, Mary A., et al. *Future 5 Student Book and Workbook*. White Plains, Pearson, 2010. Print.
5th Grade Textbook Reading Level. ISBN #9780132455824

Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

- use Level 5 grammar structures to respond to questions in spoken English about their academic, vocational, or personal goals;
- use Level 5 grammar structures to write academic essays to successfully transition into a degree or certificate program and/or;
- write a curriculum vitae (résumé) to successfully transition into employment.