



**COURSE OUTLINE : ESL 57**  
**N Non-Credit**  
**COURSE ID - 010399**  
**October 2018**

**COURSE DISCIPLINE :** ESL

**COURSE NUMBER :** 57

**COURSE TITLE (FULL) :** English as a Second Language College Readiness Level 5

**COURSE TITLE (SHORT) :** ESL College Readiness 5

**CATALOG DESCRIPTION**

ESL 57 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. This course places a special emphasis on the development of writing skills. Students study increasingly complex grammatical structures and incorporate these structures into essays of three to five paragraphs. Through a direct examination of English grammar and vocabulary appropriate for academic settings, students learn how to develop their overall effectiveness in communication at a college level.

Total Lecture Units:0.00

Total Laboratory Units: 0.00

**Total Course Units: 0.00**

Total Lecture Hours:160.00 - 224.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 160.00 - 224.00**

Recommended Preparation: Placement is based upon performance on a division placement assessment, completion of ESL 40, ESL 45, or equivalent.

**ENTRY STANDARDS**



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	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	ESL	40	ENGLISH AS A SECOND LANGUAGE LEVEL 4	Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level;	Yes
2	ESL	40	ENGLISH AS A SECOND LANGUAGE LEVEL 4	write a three-paragraph composition that contains an introductory paragraph, a body, and a conclusion;	Yes
3	ESL	40	ENGLISH AS A SECOND LANGUAGE LEVEL 4	converse at a functional level adequate for everyday use on the campus and in the community;	Yes
4	ESL	40	ENGLISH AS A SECOND LANGUAGE LEVEL 4	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;	Yes
5	ESL	40	ENGLISH AS A SECOND LANGUAGE LEVEL 4	decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages;	Yes
6	ESL	40	ENGLISH AS A SECOND LANGUAGE LEVEL 4	approximate standard American pronunciation well enough to be understood by typical fluent speakers of English;	Yes
7	ESL	45	English as a Second Language for Work Level 4	demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations;	No
8	ESL	45	English as a Second Language for Work Level 4	demonstrate mastery of grammatical structures at a level sufficient to pass unit tests and division grammar mastery test for this level;	No
9	ESL	45	English as a Second Language for Work Level 4	write a multi-paragraph cover letter or work-related composition that contains an introductory paragraph, body paragraphs, and a conclusion;	No
10	ESL	45	English as a Second Language for Work Level 4	demonstrate comprehension of the majority of face-to-face speech, recorded and live dialogues, and lectures, although some repetition may be required;	No
11	ESL	45	English as a Second Language for Work Level 4	read and interpret a variety of authentic workplace documents that may include readings up to 3,000-reading passages, make inferences, and summarize information.	No

**EXIT STANDARDS**



- 1 Organize and write a five-paragraph essay that contains a thesis statement, introductory paragraph, body, and conclusion;
- 2 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;
- 3 converse at a functional level adequate for everyday use on the campus and in the community;
- 4 demonstrate use of the majority of direct and indirect speech in standard and regional dialects at a normal rate;
- 5 analyze 3500-word academic reading passages, identify main ideas, supporting details, make inferences, and summarize passages.

**STUDENT LEARNING OUTCOMES**

- 1 use Level 5 grammar structures to respond to questions in spoken English about their academic, vocational, or personal goals;
- 2 use Level 5 grammar structures to write academic essays to successfully transition into a degree or certificate program and/or;
- 3 use the targeted grammatical structures with at least 75% accuracy;
- 4 write a three to five-paragraph composition of 300-350 words with a clear introduction, body, and conclusion using level appropriate grammar, punctuation, and spelling at a passing level as determined by the ESL 133 scoring guide;

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Grammar (35-49) <ul style="list-style-type: none"> <li>• Sentence Structure - word order</li> <li>• Independent vs. Dependent Clauses</li> <li>• Sentence Types</li> <li>• Noun Clauses</li> <li>• Adjective Clauses</li> <li>• Adverbial Clauses and Phrases</li> <li>• Gerunds and Infinitives - simple, past, passive and past-passive</li> <li>• Causatives: <i>let, make, and have</i></li> <li>• Verb Tenses and Modes - active, passive, conditional, wishes</li> <li>• Phrasal Verbs</li> <li>• Modals - active and passive</li> <li>• Transitions</li> <li>• Parallel Structures</li> <li>• Articles</li> <li>• Prepositions</li> </ul>	49	0	49



2	Listening Comprehension (17-22) <ul style="list-style-type: none"> <li>• Inference and Deduction</li> <li>• Analysis of Speeches, Lectures, Situational Dialogues and Films</li> <li>• Non-Native Accents and Regional Dialects</li> </ul>	22	0	22
3	Speaking (17-24) <ul style="list-style-type: none"> <li>• Pronunciation             <ul style="list-style-type: none"> <li>◦ discrimination and production of sounds and intonation patterns</li> <li>◦ word and sentence stress</li> <li>◦ reductions that occur in rapid speech</li> </ul> </li> <li>• Oral Communication             <ul style="list-style-type: none"> <li>◦ cross-cultural factors related to communication</li> <li>◦ dialogues, speeches, and communicative tasks</li> <li>◦ summarizing or reacting to written or spoken material</li> <li>◦ idioms, sayings, expressions, euphemisms</li> </ul> </li> </ul>	24	0	24



4	<p>Reading (31-43)</p> <ul style="list-style-type: none"> <li>• Vocabulary Building <ul style="list-style-type: none"> <li>◦ colloquialisms, slang, and idioms</li> <li>◦ jargon and technical vocabulary</li> <li>◦ academic vocabulary</li> <li>◦ deduction for word meaning</li> </ul> </li> <li>• General Reading <ul style="list-style-type: none"> <li>◦ pre- and post-reading strategies</li> <li>◦ subject matter: humanities, social and physical sciences, journalism</li> <li>◦ length: multi-page articles and passages; short novels or non-fiction text</li> </ul> </li> <li>• Comprehension <ul style="list-style-type: none"> <li>◦ identification of rhetorical modes</li> <li>◦ factual recall of detailed information</li> <li>◦ analysis of themes, meaning, and ideas</li> <li>◦ inference and prediction</li> <li>◦ paraphrase and summary</li> </ul> </li> <li>• Skills <ul style="list-style-type: none"> <li>◦ skimming and scanning</li> <li>◦ fluency</li> </ul> </li> </ul>	43	0	43
5	<p>Writing (45-65)</p> <ul style="list-style-type: none"> <li>• Rhetoric and Rhetorical Modes <ul style="list-style-type: none"> <li>◦ thesis statement</li> <li>◦ style, tone, point of view, logic</li> <li>◦ brainstorming, outlining</li> <li>◦ rhetorical types: expository, narrative, compare/contrast, argumentative</li> </ul> </li> <li>• Mechanics of Writing <ul style="list-style-type: none"> <li>◦ identification and elimination of: fragments, comma splicing, run-on sentences</li> <li>◦ punctuation: question mark, comma, semi-colon, hyphen, dash</li> <li>◦ formatting</li> </ul> </li> <li>• Essay Writing and Rewriting <ul style="list-style-type: none"> <li>◦ essay structure: introductory, body, conclusion</li> <li>◦ organization: unity, development, coherence</li> <li>◦ process: pre-writing, first draft, revising, editing, final copy</li> </ul> </li> </ul>	65	0	65



6	American Culture (17-21)	21	0	21
	<ul style="list-style-type: none"> <li>• Ethics, Values</li> <li>• Politics, Government,</li> <li>• Ethnicity</li> <li>• Diversity</li> <li>• Cross-cultural Issues</li> <li>• Instructional Styles, Classroom Conventions, Expectations</li> </ul>			
				<b>224</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 Revision of in-class compositions
- 2 Writing and Grammar Exercises
- 3 ESL computer lab
- 4 Reading of fiction and non-fiction sources

**METHODS OF EVALUATION**

- 1 Compositions: 4-6 in-class compositions of 3-5 paragraphs of 300-350 words in length
- 2 Grammar: a minimum of 4 grammar tests which may include a midterm
- 3 Final Exams: final division-wide grammar exam and final division-wide composition
- 4 Other Criteria: class participation, homework, supplemental instruction, online tests, other language learning activities

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)



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- Guest Speakers
- Presentations

**TEXTBOOKS**

<b>Title</b>	<b>Type</b>	<b>Publisher</b>	<b>Edition</b>	<b>Medium</b>	<b>Author</b>	<b>ISBN</b>	<b>Date</b>
Understanding and Using English Grammar		Pearson Education	5		Azar, Betty	9780134268828	2017
Focus on Grammar 5		Pearson Education	5		Maurer, Jay	9780134583303	2017
Grammar in Context 3		Heinle ELT	6		Elbaum, Sandra	9781305075399	2016
Great Writing 3: From Great Paragraphs to Great Essay		National Geographic Learning Cengage Learning	3		Folse, Keith	978-1-285-19494-3	2014