



**COURSE OUTLINE : ESL 30**

**N Non-Credit**

**COURSE ID 000145**

**MAY 2020**

**COURSE DISCIPLINE :** ESL  
**COURSE NUMBER :** 30  
**COURSE TITLE (FULL) :** ENGLISH AS A SECOND LANGUAGE LEVEL 3  
**COURSE TITLE (SHORT) :** LEVEL 3 (INTERMEDIATE)

**CATALOG DESCRIPTION**

ESL 30 is designed for students at the low-intermediate level of English acquisition. This course provides instruction in reading and writing, sentence and paragraph structure, verbal communication skills, comprehension of everyday spoken English and development of life skills competencies. Instruction stresses the grammatical study of verbs and vocabulary development. Emphasis is placed upon general understanding of spoken and written English and overall effectiveness in communication. Lecture 140-224 hours.

Total Lecture Units: 0.00

Total Laboratory Units: 0.00

**Total Course Units: 0.00**

Total Lecture Hours: 140.00-224.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Faculty Contact Hours: 140.00-224.00**

**Total Student Contact Hours: 140.00-224.00**

Recommended Preparation: Placement is based upon performance on a division placement assessment or completion of ESL 20.



**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	ESL	20	ENGLISH AS A SECOND LANGUAGE LEVEL 2	approximate standard American pronunciation to be understood by typical fluent speakers of English;	Yes
2	ESL	20	ENGLISH AS A SECOND LANGUAGE LEVEL 2	create verbal and written statements in the present, past, or future tenses related to basic needs and common activities;	Yes
3	ESL	20	ENGLISH AS A SECOND LANGUAGE LEVEL 2	respond to questions about short dialogues, monologues, and reading passages such as those presented in digital recordings or in textbooks;	Yes
4	ESL	20	ENGLISH AS A SECOND LANGUAGE LEVEL 2	compose sentences and simple paragraphs using appropriate subject-verb agreement, tense, aspect (e.g. simple versus progressive), and other standard writing conventions;	Yes
5	ESL	20	ENGLISH AS A SECOND LANGUAGE LEVEL 2	listen to and converse in spoken English about familiar everyday contexts within limited semantic and discourse realms.	Yes

**EXIT STANDARDS**

- 1 Write paragraphs at the low-intermediate level with sufficient unity;
- 2 develop coherence and mechanical accuracy;
- 3 demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level;
- 4 converse at a functional level adequate for everyday use on the campus and in the community;
- 5 respond to questions about recorded and live speeches, dialogues, role plays, and lectures;
- 6 decode 2,500-word reading passages, respond to inference and recall questions, and utilize a monolingual English dictionary to advantage.

**STUDENT LEARNING OUTCOMES**

- 1 Respond with appropriate vocabulary to oral questions using Level 3 knowledge.
- 2 Compose a well-developed paragraph using Level 0-3 grammar structures, vocabulary, and conventions.
- 3 Apply Level 3 knowledge to select appropriate responses in a grammar and reading comprehension exam.



**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Grammar (40 - 57 Hours) <ul style="list-style-type: none"> <li>• Sentence structure - word order</li> <li>• Affirmative</li> <li>• Negative</li> <li>• Interrogative</li> <li>• Question words and phrases: who, what, where, when, why, how, how many, how much, how often, how long</li> <li>• Yes/No questions (short answers &amp; negatives)</li> <li>• Sentence elements</li> <li>• Noun modifier (adjective phrase): adjective + preposition (tired of, excited about, etc.)</li> <li>• Verb tenses and modes</li> <li>• Present perfect</li> <li>• Present perfect continuous</li> <li>• Future continuous</li> <li>• Modals: ought to, had better, could, may might (to show permission and possibility) could you, would you (for polite questions) must (to show conclusion) be supposed to, suppose, be allowed to</li> <li>• Stative vs. action verbs</li> <li>• Verbs followed by an infinitive: agree, need, expect, etc.</li> <li>• Verbs followed by a gerund: enjoy, dislike, finish, etc.</li> <li>• Phrasal verbs: transitive/separable (do something over, throw something away, etc.) and transitive/inseparable (look for something, run into someone, etc.)</li> <li>• Look/Feel/Sound/Smell.etc. + Like</li> <li>• Suggestions: let's, why don't, etc.</li> <li>• Connectors: Because of, either, neither, so, too, if, whether</li> </ul>	0	57	57
2	Listening Comprehension (16 - 22 Hours) <ul style="list-style-type: none"> <li>• Reductions which occur in natural rapid speech</li> <li>• Inference</li> <li>• Dictations, cloze exercises, dicta-comps (reconstructions of passages from notes)</li> <li>• Situational dialogues</li> <li>• Non- native accents in the classroom</li> <li>• Note taking and comprehension of mini-lectures</li> </ul>	0	22	22



**COURSE OUTLINE : ESL 30**

**N Non-Credit**

**COURSE ID 000145**

**MAY 2020**

3	<ul style="list-style-type: none"> <li>• Speaking (31 - 43 Hours)</li> <li>• Pronunciation</li> <li>• Identification and production of sounds and intonation patterns contained in situational dialogues or other spoken material</li> <li>• Word and sentence stress</li> <li>• Grapheme-phoneme (letter-sound) correspondences</li> <li>• Reductions that occur in rapid speech</li> <li>• Oral communication</li> <li>• Informal practice in pairs, groups, and before the class</li> <li>• Dialogues, speeches, and communicative tasks</li> <li>• Grammar: oral reinforcement of structures; self-monitoring</li> <li>• Idioms, sayings, expressions, euphemisms</li> <li>• Cross-cultural exercises: body language; conversational turn-taking</li> </ul>	0	43	43
4	<p>Reading (40 - 57 Hours)</p> <ul style="list-style-type: none"> <li>• Vocabulary building</li> <li>• Word families: synonyms, antonyms, homonyms, affixes, roots, parts of speech</li> <li>• Use of glossaries and vocabulary lists</li> <li>• General reading</li> <li>• Pre- and post-reading strategies</li> <li>• Subject matter: literature, general interest, applications/forms</li> <li>• Length: short articles and passages; one long passage or short novel</li> <li>• Comprehension: facts, main idea, inference, prediction, paraphrase, compare and contrast, and draw conclusions</li> <li>• Skills: skimming, scanning, rate development</li> <li>• Oral reading (reading aloud)</li> <li>• Phonetic analysis</li> <li>• Intonation and sentence stress</li> </ul>	0	57	57



5	<p>Writing (23 - 31 Hours)</p> <ul style="list-style-type: none"> <li>• Handwriting improvement</li> <li>• Spelling strategies</li> <li>• Mechanics of writing: capitalization, punctuation, apostrophe</li> <li>• Sentence and short paragraph writing and rewriting</li> <li>• Form</li> <li>• Paragraph structure</li> <li>• Introductory</li> <li>• Supporting</li> <li>• Concluding</li> <li>• Organization</li> <li>• Stylistic variation</li> <li>• Rhetorical mode</li> <li>• Description</li> <li>• Narration</li> <li>• Process</li> <li>• Writing letters</li> <li>• Complaint and business letter</li> <li>• Letter of application</li> <li>• Letter of request</li> </ul>	0	31	31
6	<p>American Culture and Life Skills (10 - 14 Hours)</p> <ul style="list-style-type: none"> <li>• Consumer education</li> <li>• Traditions, customs, and holidays</li> <li>• Traditional and non-traditional family and social life</li> <li>• Instructional styles and classroom conventions and expectations in college and adult classes</li> <li>• Diversity in society, including in educational settings and the workplace</li> <li>• Cross-cultural exercises</li> <li>• Information regarding US citizenship</li> <li>• Information about the American educational system and courses as appropriate to the setting and needs of participants</li> </ul>	0	14	14
				<b>224</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 fill-in-the blank grammar exercises (e.g. Yesterday, he \_\_\_\_\_ fixing his car. (was));
- 2 write multiple paragraphs;
- 3 respond to speaking prompts to practice conversational fluency;
- 4 read excerpts of fiction and non-fiction sources.



**METHODS OF EVALUATION**

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

**METHODS OF INSTRUCTION**

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

**TEXTBOOKS**

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Ventures 3 Student's Book and Workbook	Required	New York: Cambridge	3		Bitterlin, Gretchen, et al.	978-1108645522	2018
Focus on Grammar 3	Required	White Plains: Pearson	5		Fuchs, Marjorie	944210740	2016
Side By Side Plus 3 Student Book and eText with Activity Workbook and Digital Audio	Required	White Plains: Pearson	3		Molinsky, Steven	978-0-13-434670-0	2016