



**COURSE OUTLINE : ESL 20**  
**N Non-Credit**  
**COURSE ID 000144**

**Date Approved : 7/21/2020**  
**OFFICIAL**

**COURSE DISCIPLINE :** ESL  
**COURSE NUMBER :** 20  
**COURSE TITLE (FULL) :** ENGLISH AS A SECOND LANGUAGE LEVEL 2  
**COURSE TITLE (SHORT) :** LEVEL 2 (HIGH BEG)  
**CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :**

**CATALOG DESCRIPTION**

ESL 20 is designed for students at the high-beginning level of English acquisition. This course provides instruction in reading and writing, basic sentence and paragraph structure, spelling, verbal communication skills, listening comprehension of everyday spoken English, and development of life skills competencies. Emphasis is placed upon the study of grammar and vocabulary necessary for everyday life and general understanding of spoken English. Lecture 224 hours.

**CATALOG NOTES**

Total Lecture Units:0.00

Total Laboratory Units: 0.00

**Total Course Units: 0.00**

Total Lecture Hours:224.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 224.00**

**Recommended Preparation:**

ESL - 10 - ENGLISH AS A SECOND LANGUAGE LEVEL 1

**PRECONDITIONS FOR ENROLLMENT**

<b>And/Or</b>	<b>Course</b>	<b>Type</b>	<b>Req. Is Being</b>
	ESL - 10 - ENGLISH AS A SECOND LANGUAGE LEVEL 1	Recommended Preparation	Reviewed



**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	ESL	10	ENGLISH AS A SECOND LANGUAGE LEVEL 1	Write capital and lowercase letters legibly and demonstrate knowledge of alphabetical order and capitalization rules;	Yes
2	ESL	10	ENGLISH AS A SECOND LANGUAGE LEVEL 1	pronounce basic English vocabulary, phrases, and sentences clearly and naturally after appropriate modeling and instruction;	Yes
3	ESL	10	ENGLISH AS A SECOND LANGUAGE LEVEL 1	comprehend short dialogues and reading passages such as those presented in the textbooks;	Yes
4	ESL	10	ENGLISH AS A SECOND LANGUAGE LEVEL 1	compose sentences and simple paragraphs using appropriate subject- verb agreement and other grammatical structures;	Yes
5	ESL	10	ENGLISH AS A SECOND LANGUAGE LEVEL 1	demonstrate comprehension of spoken English in familiar everyday contexts within limited semantic discourse realms;	Yes
6	ESL	10	ENGLISH AS A SECOND LANGUAGE LEVEL 1	compose simple sentences using correct punctuation, capitalization, and word order;	Yes
7	ESL	10	ENGLISH AS A SECOND LANGUAGE LEVEL 1	choose correct grammatical forms and demonstrate usage in written and conversational forms;	Yes
8	ESL	10	ENGLISH AS A SECOND LANGUAGE LEVEL 1	complete a test in scantron form.	Yes

**EXIT STANDARDS**



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

**STUDENT LEARNING OUTCOMES**

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

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	<b>Description</b>	<b>Lecture</b>	<b>Lab</b>	<b>Total Hours</b>
1	Grammar <ul style="list-style-type: none"> <li>• Basic sentence structure</li> <li>• Affirmative</li> <li>• Negative</li> <li>• Interrogative</li> </ul> Question words and phrases: who, what, where, when, why, how, how much, how many, how often Yes/no questions (short answers and tag questions) Imperatives (detailed) Sentence elements <ul style="list-style-type: none"> <li>• Noun phrases: count and non-count nouns, possessive nouns, possessive pronouns, reflexive pronouns, indirect object pronouns, partitives</li> <li>• Noun modifiers: (adjective phrases): adjectives, comparatives, superlatives, and equitives, too and enough, very + adjective, quantifiers (much, many, a lot of, a few, a little)</li> </ul>	0	52	52



	<p>Verb tenses and modes</p> <ul style="list-style-type: none"> <li>• Simple past (regular and irregular), present, future (will)</li> <li>• Past continuous</li> </ul> <p>Modal auxiliaries and “quasi-modals:” should, can’t (for prohibition), could, might, must (for necessity), musn’t, be able to, don’t have to, have got to</p> <ul style="list-style-type: none"> <li>• Verb + infinitive: like to, want to, need to, etc.</li> <li>• like vs. would like</li> <li>• Real conditional</li> </ul> <p>Verb modifiers: adverbial phrases of time, place, manner, comparatives, and clauses</p> <p>Time expressions: just, in, on, at</p> <p>Connectors: because, so</p>			
2	<p>Listening comprehension</p> <ul style="list-style-type: none"> <li>• Inference</li> <li>• Reductions which occur in natural speech</li> <li>• Non-native accents in the classroom</li> <li>• Simple situational dialogues</li> <li>• Dialogues and questions</li> <li>• Categorization of information</li> <li>• Dictation</li> <li>• Verbal directions</li> </ul>	0	22	22



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3	<p>Speaking</p> <ul style="list-style-type: none"> <li>• Pronunciation: identification and production of sounds and intonation patterns contained in dialogues or other spoken material, word and sentence stress, grapheme-phoneme (letter-sound) correspondence</li> <li>• Conversation: practice, dialogues related to daily living, grammar, idioms</li> <li>• Speech: preparation and presentation of simple informal speeches and oral reading of compositions</li> </ul>	0	43	43
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4	<p>Reading</p> <ul style="list-style-type: none"> <li>• Vocabulary building</li> <li>• Word families</li> </ul> <p>Use of deduction to determine meaning from context</p> <p>Use of dictionaries</p> <p>General reading</p> <ul style="list-style-type: none"> <li>• Pre- and- post- reading strategies</li> <li>• Basic reading of written directions, schedules, newspaper, applications and forms, dialogues, reading passages from one to five paragraphs</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Factual recall of detailed information</li> <li>• Main idea</li> <li>• Compare/contrast</li> <li>• Drawing conclusions</li> <li>• Prediction</li> <li>• Decoding</li> </ul> <p>Phonetic analysis</p> <ul style="list-style-type: none"> <li>• Sound/symbol relations</li> <li>• Consonants and vowels</li> <li>• Consonant blends</li> </ul>	0	43	43
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5	<p>Writing</p> <p>Mechanics of writing</p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Sentence punctuation: period, question mark, comma exclamation mark</li> <li>• Apostrophes in contractions and possessives</li> <li>• Spelling</li> </ul> <p>Sentence and paragraph writing and rewriting</p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Title</li> <li>• Indentation</li> <li>• Margins</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>• Topic sentence</li> <li>• Supporting sentences</li> <li>• Concluding sentence(s)</li> </ul> <p>Rhetorical mode (development according to level)</p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Narration</li> </ul> <p>Process (First Draft, Edit, Final Draft)</p> <p>Writing letters</p> <ul style="list-style-type: none"> <li>• Personal letters</li> <li>• Letters of excuse</li> <li>• Complaint and simple business letters</li> <li>• Letters of application or requests</li> </ul>	0	42	42
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6	<p>American Culture and Life Skills</p> <ul style="list-style-type: none"> <li>• Personal data and consumer education</li> <li>• Traditions, customs, and holidays</li> <li>• Traditional and non-traditional family life</li> <li>• Instructional styles, classroom conventions, and expectations in college and adult educational settings</li> <li>• Diversity in society, including in educational settings and the workplace</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	22	22
				<b>224</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 fill-in-the-blank grammar exercises (e.g. John \_\_\_\_ play the piano. (likes to) );
- 2 write detailed sentences and/or simple paragraphs;
- 3 respond to speaking prompts to practice conversational fluency.

**METHODS OF EVALUATION**

- 1 conversations with the teacher to assess listening comprehension and speaking ability;
- 2 quizzes and unit tests;
- 3 involvement in 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**

<b>Title</b>	<b>Type</b>	<b>Publisher</b>	<b>Edition</b>	<b>Medium</b>	<b>Author</b>	<b>ISBN</b>	<b>Date</b>
Ventures 2 Student's Book and Workbook	Required	Cambridge	3	print	Bitterlin, Gretchen	978-1108596923	2018
Grammar in Context 1	Required	Heinle-Cengage	7	print	Elbaum, Sandra N.	978-0357140239	2020
Future 2 Student Book and Workbook	Required	Pearson		print	Lynn, Sarah, et al	978-0134858494	2018