



COURSE OUTLINE : ESL 50

N Non-Credit

COURSE ID 000147

Date Approved : 7/21/2020

OFFICIAL

COURSE DISCIPLINE : ESL

COURSE NUMBER : 50

COURSE TITLE (FULL) : ENGLISH AS A SECOND LANGUAGE LEVEL 5

COURSE TITLE (SHORT) : LEVEL 5 (ADVANCED)

CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

CATALOG DESCRIPTION

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. 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:

PRECONDITIONS FOR ENROLLMENT

And/Or	Course	Type	Req. Is Being
	ESL - 40 - ENGLISH AS A SECOND LANGUAGE LEVEL 4		



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
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

EXIT STANDARDS

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

STUDENT LEARNING OUTCOMES



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- 1 Respond with appropriate vocabulary to oral questions using Level 5 knowledge.
- 2 Compose multi-paragraph essay with well-developed evidence using Level 0-5 grammar structures, vocabulary, and conventions.
- 3 Apply Level 5 knowledge to select appropriate responses in a grammar and reading comprehension exam.

COURSE CONTENT WITH INSTRUCTIONAL HOURS



	Description	Lecture	Lab	Total Hours
1	Grammar Sentence Structure <ul style="list-style-type: none"> • reported and quoted speech Sentence Elements Noun Clauses <ul style="list-style-type: none"> • independent vs. dependent clauses Adjective Clauses <ul style="list-style-type: none"> • Possessive • Object of preposition • Noun as a modifier Gerunds and infinitives <ul style="list-style-type: none"> • past • passive • past-passive Verb Tenses and modes <ul style="list-style-type: none"> • Tenses in active and passive voice • Future perfect • Future perfect continuous • Conditionals, wishes, and subjunctives; future, present and past • Verbs followed by infinitives • Verbs followed by gerunds • Phrasal Verbs: transitive/separable and inseparable, intransitive Adverb Clauses to show condition, contrast, Connectives expressing cause and effect, contrast, and condition	0	43	43



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2	Listening Comprehension Inference and deduction Analysis of speeches, lectures, situational dialogues, and films Non-native accents and regional dialects	0	22	22
3	Speaking Pronunciation <ul style="list-style-type: none"> • Discrimination and production of sounds and intonation patterns • Word and sentence stress • Reductions that occur in rapid speech Oral Communication <ul style="list-style-type: none"> • Cross-cultural factors related to communication • Dialogues, speeches, and communicative tasks • Summarizing or reacting to written or spoken material • Idioms, sayings, expressions, euphemisms 	0	43	43



4	<p>Reading</p> <p>Vocabulary Building</p> <ul style="list-style-type: none"> • Colloquialisms, slang and idioms • Jargon and technical vocabulary • Use of deduction for word meaning from context <p>General Reading</p> <ul style="list-style-type: none"> • Pre- and post-reading strategies • Subject matter: humanities, social and physical sciences, journalism • Length: several-page articles and passages; short novels or non-fiction text <p>Comprehension</p> <ul style="list-style-type: none"> • Identification of rhetorical modes • Factual recall of detailed information • Analysis of themes, meanings, and ideas • Inference and prediction • Paraphrase and summary <p>Skills</p> <ul style="list-style-type: none"> • Review of skimming and scanning • Fluency 	0	43	43
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5	<p>Writing</p> <p>Rhetoric and rhetorical modes</p> <ul style="list-style-type: none"> • Thesis statement, development, unity, coherence, conclusion • Style, tone, point of view, logic • Research techniques and outlining <p>Types of rhetorical development</p> <ul style="list-style-type: none"> • Classification/definition • Example • Description • Narration • Comparison/contrast • Argument <p>Mechanics of writing</p> <ul style="list-style-type: none"> • Identification and elimination of fragments, comma splicing, and run-on sentences • Punctuation: question marks, comma, semi-colon, hyphen, dash <p>Essay Writing and rewriting</p> <ul style="list-style-type: none"> • Essay structure: thesis statement, introductory paragraph, body, conclusion • Organization: unity, development, coherence • Process: pre-writing, first draft, revision, editing, final copy 	0	52	52
6	<p>American Culture and Life Skills</p> <ul style="list-style-type: none"> • 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 	0	21	21
				224

OUT OF CLASS ASSIGNMENTS



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- 1 Fill-in-the-blank grammar exercises
- 2 multi-paragraph essays with an introduction, body, and conclusion
- 3 speaking prompts to practice conversational fluency
- 4 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 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
Understanding and Using English Grammar	Required	Pearson	5		Azar, B.S.	978-0134268828	2017
Focus on Grammar 5	Required	Pearson	5		Maurer, J.	978-0134583310	2017