



COURSE OUTLINE : ESL 35
N Non-Credit
COURSE ID 010401
NOVEMBER 2020

COURSE DISCIPLINE : ESL
COURSE NUMBER : 35
COURSE TITLE (FULL) : English as a Second Language for Work Level 3
COURSE TITLE (SHORT) : ESL for Work Level 3

CATALOG DESCRIPTION

ESL 35 is designed for students at the low-intermediate level of English acquisition. This course provides instruction in workplace reading and writing, grammar, sentence and paragraph structure, verbal communication skills, comprehension of spoken English, and development of soft skills for a vocational context. Additionally, this course emphasizes effective communication in a variety of workplace situations. Lecture 160-224 hours.

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 Student Contact Hours: 160.00-224.00

Total Faculty Contact Hours: 160.00-224.00

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



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
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 Demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations sufficient to pass unit tests and the divisional grammar master test for this level;
- 2 write a cohesive paragraph with a clear topic sentence, supporting ideas, and mechanical accuracy;
- 3 respond to questions about listenings, videos, role plays, and lectures;
- 4 read, interpret, or fill out a variety of workplace documents.

STUDENT LEARNING OUTCOMES

- 1 Communicate effectively in a range of workplace situations.
- 2 Complete a basic job application completely and correctly.
- 3 Use level 3 grammar structures to respond to questions in spoken and written English.
- 4 Compose a formal e-mail with a subject line, recipient's proper titles, and a concise message using appropriate register.
- 5 Write a well-organized paragraph about a work-related topic



COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Grammar (40-56 Hours) Sentence Structure - Word Order <ul style="list-style-type: none"> • Affirmative • Negative • Interrogative: Question with <i>wh</i> Words: <i>who, what, where, when, why, how, how many, how much, how often, how long</i> and Yes/No Questions (short answers & negatives) Sentence Elements <ul style="list-style-type: none"> • Noun Modifier (Adjective phrase): Adjective + Preposition (tired of, excited about, etc) • Verb Tenses (Present Perfect, Present Perfect Continuous, Future Continuous) • Modals: ought to, should, had better (advice), could, may, might (to show permission and possibility), could you, would you (for polite questions), must (conclusion), be supposed to, suppose, be allowed to • Stative vs Action Verbs • Verbs Followed by an Infinitive: agree, need, expect, etc. • Verbs Followed by a Gerund: enjoy, dislike, finish, etc. • Phrasal Verbs: Transitive/Separable (do something over, throw something away, etc) and Transitive/Inseparable (look for something, run into someone etc). • Suggestions: let's, why don't, etc. • Conectors: because of, either, neither, so, too, if 	56	0	56
2	Listening Comprehension (15 - 21 Hours) <ul style="list-style-type: none"> • Reductions • Inference • Cloze Exercises • Situational Dialogues • Non-Native Accents in the Classroom • Note-taking Skills 	21	0	21



3	<p>Speaking (30 - 41 Hours)</p> <p>Pronunciation</p> <ul style="list-style-type: none"> • Identification and Production of Sounds and Intonation Patterns (contained in situational dialogues or other spoken material) • Word and Sentence Stress • Reductions in Rapid Speech <p>Oral Communication</p> <ul style="list-style-type: none"> • Informal Pairs, Group, and Front of Class Practice • Dialogues, Speeches, and Communicative Tasks • Idioms and Expressions • Cross-Cultural Exercises: Body Language and Conversational Turn-Taking 	41	0	41
4	<p>Reading (25 - 35 Hours)</p> <ul style="list-style-type: none"> • Vocabulary Building <ul style="list-style-type: none"> ◦ Word Families: Synonyms, Antonyms, Parts of Speech ◦ Use of Glossaries, Learners' Dictionaries, and vocabulary lists • General Reading <ul style="list-style-type: none"> ◦ Pre- and Post-Reading Strategies ◦ Subject Matter: Workplace Documents, Applications/Forms ◦ Length: Short Articles and Passages; • Comprehension: Facts, Main Idea, Inference, Prediction, Paraphrase, Compare and Contrast, and Draw Conclusions • Skills <ul style="list-style-type: none"> ◦ Skimming ◦ Scanning 	35	0	35



5	<p>Writing (30 - 42 Hours)</p> <p>Mechanics of Writing: Capitalization, Punctuation, Formatting</p> <p>Sentence and Short paragraph Writing and Rewriting</p> <ul style="list-style-type: none"> • Form • Paragraph Structure <ul style="list-style-type: none"> ◦ Introductory ◦ Supporting ◦ Concluding • Organization • Stylistic Variation <p>Genre</p> <ul style="list-style-type: none"> • Business Letters • Job Application • Emails (Formal and Informal) • Resumes 	42	0	42
6	<p>Workplace Skills (20 - 29 Hours)</p> <ul style="list-style-type: none"> • Workplace Cultural Norms • Small Talk • Body Language • Cross-Cultural Awareness • Problem-Solving and Team-Building Exercises 	29	0	29
				224

OUT OF CLASS ASSIGNMENTS

- 1 Workplace Documents
- 2 Paragraph Writing
- 3 Grammar Exercises
- 4 Mock Job Interview Preparation
- 5 Job Folder (Job Application, Email or Cover Letter, Resume)
- 6 Fiction and Non-Fiction Reading



METHODS OF EVALUATION

- 1 Quizzes and Tests
- 2 Conversations with the teacher to assess listening comprehension, speaking ability, and grammar and vocabulary use
- 3 Involvement in Group Projects
- 4 Job Folder (email, job application, cover letter)
- 5 Mock Job Interview
- 6 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
Fundamentals of English Grammar	Required	Pearson	5		Betty Azar	978-0134998824	2019
Ventures 3 Student Book and Workbook	Required	Cambridge University Press	3		Gretchin Bitterlin	978-1108554602	2018
Project Success 3	Required	Pearson	1		Sarah Lynn	978-0132942	2014
Burlington English	Required	Burlington English	1	Online Software Program			2018