



COURSE OUTLINE : ESL 82
N Non-Credit
COURSE ID 000152
Cyclical Review: November 2021

COURSE DISCIPLINE : ESL
COURSE NUMBER : 82
COURSE TITLE (FULL) : English as a Second Language Advanced Conversation
COURSE TITLE (SHORT) : ADVANCED CONVERSATION
ACADEMIC SENATE DISCIPLINE: English as a Second Language: Noncredit

CATALOG DESCRIPTION

ESL 82 helps students improve their oral communication, listening comprehension, and vocabulary at an advanced level. Topics include communication for life in the community, workplace, and school focusing on cultural subtleties and conversational strategies. The course includes pair work, small group and class discussions, role-plays, and presentations. Lecture 45-112 hours.

Total Lecture Units:0.00

Total Laboratory Units: 0.00

Total Course Units: 0.00

Total Lecture Hours:45.00-112.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Faculty Contact Hours: 45.00-112.00

Total Student Contact Hours: 45.00-112.00

Recommended Preparation: ESL 40 or ESL 50, or equivalent.



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
7	ESL	50	ENGLISH AS A SECOND LANGUAGE LEVEL 5	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;	Yes
8	ESL	50	ENGLISH AS A SECOND LANGUAGE LEVEL 5	write a five-paragraph essay that contains a thesis statement, introductory paragraph, body, and conclusion;	Yes
9	ESL	50	ENGLISH AS A SECOND LANGUAGE LEVEL 5	converse at a functional level adequate for everyday use on the campus and in the community;	Yes
10	ESL	50	ENGLISH AS A SECOND LANGUAGE LEVEL 5	demonstrate understanding of the majority of direct and indirect speech in standard and regional dialects at a normal rate;	Yes



11	ESL	50	ENGLISH AS A SECOND LANGUAGE LEVEL 5	decode 3,500-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages	Yes
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EXIT STANDARDS

- 1 identify and produce advanced reductions which occur in rapid speech;
- 2 create and perform presentations while applying knowledge of culturally appropriate styles using effective body language and language intensity;
- 3 communicate ideas and questions at an advanced level for everyday use in the community;
- 4 collect and use vocabulary as needed to discuss class topics and present material to peers;
- 5 discuss, clarify, ask, and answer questions about presentations.
- 6 speak at an advanced level of fluency.

STUDENT LEARNING OUTCOMES

- 1 Discuss familiar and unfamiliar topics actively asking questions and adding information.
- 2 Plan and present an extended interactive presentation using Level 4 and 5 grammar and vocabulary

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Speaking (25 - 58 hours) <ul style="list-style-type: none"> • Pronunciation • Sentence rhythm • Reductions in rapid speech • Intonation patterns • Formal • Presentations (from outlines) • Panel discussions • Debating, arguing, and disagreeing • Summaries of readings • Peer critiquing of presentations • Informal • Group discussions • Group tasks • Role plays • Impromptu speeches and expressing and reacting to opinions 	58	0	58



2	Listening (11 - 34 hours) • Vocabulary enrichment • Inferring meaning • Using context clues • Homonyms • Comprehension • Prediction • Main idea • Summarizing	34	0	34
3	Grammar (6 - 14 hours) • Verb tenses • Clauses • Passive Voice	14	0	14
4	North American English and Culture (3 - 6 hours) • Values and customs • Body language • Turn Taking • Topics related to diversity in the U.S. including defining race, bias, disability, stereotype, equity and inclusion with discussions of state and local initiatives and mandates	6	0	6
				112

OUT OF CLASS ASSIGNMENTS

- 1 prepare presentations and/or role plays
- 2 research topics for class presentations;
- 3 read or listen to excerpts related to topics presented in class;
- 4 lab/online assignments including listening or vocabulary building activities.

METHODS OF EVALUATION

- 1 teacher-student and student-student conversations to test listening comprehension and speaking ability;
- 2 speeches, debates, summaries, and critiques;
- 3 interviews conducted by students;
- 4 pair and small group conversations, role plays, and dialogues.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion



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

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
21st Century Communication 2	Required	National Geographic Learning	1		Jessica Williams	978-1-33-727581-1	2017
American English File, Level 2		Oxford University Press	3		Christina Latham-Koenig,	978-0-19-490648-7	2019
Say What You Mean 2	Required	Pearson Publishg	1		Tania Pattison,	978-2-7613-9540-3	2019
World Link 2		National Geographic Learning	4		Nancy Douglas,	978-0-35-750218-1	2021