

Glendale College  
**Course Outline of Record Report**  
 Revision - May 2023

## ESL35 : English as a Second Language for Work Level 3

### General Information

Author:	<ul style="list-style-type: none"> <li>Paul Mayer</li> </ul>
Course Code (CB01) :	ESL35
Course Title (CB02) :	English as a Second Language for Work Level 3
Department:	NESLD
Proposal Start:	Fall 2023
TOP Code (CB03) :	(4930.87) English as a Second Language–Integrated
CIP Code:	(32.0108) Developmental/Remedial English.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000622780
Curriculum Committee Approval Date:	05/10/2023
Board of Trustees Approval Date:	
Last Cyclical Review Date:	05/01/2018
Course Description and Course Note:	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.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"> <li>Noncredit</li> </ul>

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> <li>ESL: Non-Credit Instruction</li> </ul>
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### Transferability & Gen. Ed. Options

#### General Education Status (CB25)

Not Applicable

**Transferability**

Not transferable

**Transferability Status**

Not transferable

**Units and Hours**

**Summary**

<b>Minimum Credit Units (CB07)</b>	0
<b>Maximum Credit Units (CB06)</b>	0
<b>Total Course In-Class (Contact) Hours</b>	160 - 224
<b>Total Course Out-of-Class Hours</b>	0 - 0
<b>Total Student Learning Hours</b>	160 - 224

**Credit / Non-Credit Options**

**Course Type (CB04)**

Non-Credit

**Noncredit Course Category (CB22)**

English as a Second Language (ESL).

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Other Non-Credit Enhanced Funding.

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

Variable Credit Course

**Weekly Student Hours**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	160 - 224	0
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	160 - 224
Laboratory	0
Studio	0
<b>Total</b>	160 - 224
<b>Course Out-of-Class Hours</b>	
Lecture	0
Laboratory	0
Studio	0
<b>Total</b>	0

### Time Commitment Notes for Students

No value

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

#### Advisory

Placement is based upon performance on a division placement assessment

OR

#### Advisory

ESL20 - ENGLISH AS A SECOND LANGUAGE LEVEL 2

##### Objectives

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

### Entry Standards

Entry Standards

No value

### Specifications

#### Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Collaborative Learning

<b>Methods of Instruction</b>	Demonstrations			
<b>Methods of Instruction</b>	Guest Speakers			
<b>Methods of Instruction</b>	Presentations			
<b>Methods of Instruction</b>	Field Activities (Trips)			
<b>Out of Class Assignments</b> <ul style="list-style-type: none"> <li>• Workplace Documents</li> <li>• Paragraph Writing</li> <li>• Grammar Exercises</li> <li>• Mock Job Interview Preparation</li> <li>• Job Folder (Job Application, Email or Cover Letter, Resume)</li> <li>• Fiction and Non-Fiction Reading</li> </ul>				
<b>Methods of Evaluation</b>	<b>Rationale</b>			
Exam/Quiz/Test	Quizzes and Tests			
Evaluation	Conversations with the teacher to assess listening comprehension, speaking ability, and grammar and vocabulary use			
Project/Portfolio	Involvement in Group Projects			
Project/Portfolio	Job Folder (email, job application, cover letter)			
Activity (answering journal prompt, group activity)	Mock Job Interview			
Exam/Quiz/Test	Exit Examination			
Exam/Quiz/Test	Quizzes and Tests			
<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
Gretchin Bitterlin	Ventures 3 Student Book and Workbook	Cambridge University Press	2018	978-1108554602
Sarah Lynn	Project Success 3	Pearson	2014	978-0132942
Betty Azar	Fundamentals of English Grammar	Pearson	2019	978-0134998824

Gretchin Bitterlin

Ventures 3 Student Book and  
WorkbookCambridge  
University Press

2018

978-1108554602

**Other Instructional Materials (i.e. OER, handouts)**

No Value

**Learning Outcomes and Objectives****Course Objectives**

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.

Write a cohesive paragraph with a clear topic sentence, supporting ideas, and mechanical accuracy.

Respond to questions about listenings, videos, role plays, and lectures.

Read, interpret, or fill out a variety of workplace documents.

**SLOs**

Respond with appropriate vocabulary to oral questions using Level 3 knowledge in a work-related context. Expected Outcome Performance: 70.0

Write a work-related text or paragraph using Level 0-3 appropriate grammar, vocabulary, and conventions. Expected Outcome Performance: 70.0

Apply level 3 knowledge, vocabulary, and grammar structures to a workplace situation(s) or exam in a workplace context. Expected Outcome Performance: 70.0

**Additional SLO Information****Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No Value

**Is this proposal submitted in response to learning outcomes assessment data?**

No Value

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Grammar (40-56)

- Sentence Structure
- Word Order
- Affirmative
- Negative
- Interrogative
- Question with wh Words: who, what, where, when, why, how, how many, how much, how often, how long and Yes/No Questions (short answers & negatives)
- Sentence Elements
- 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)
- Transitive/Inseparable (look for something, run into someone etc)
- Suggestions: let's, why don't, etc.
- Connectors: because of, either, neither, so, too, if

#### Listening Comprehension (15 - 21)

- Reductions
- Inference
- Cloze Exercises
- Situational Dialogues
- Non-Native Accents in the Classroom
- Note-taking Skills

#### Speaking (30 - 41)

- Pronunciation
- Identification and Production of Sounds and Intonation Patterns (contained in situational dialogues or other spoken material)
- Word and Sentence Stress
- Reductions in Rapid Speech
- Oral Communication
- 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

#### Reading (25 - 35)

- Vocabulary Building
- Word Families: Synonyms, Antonyms,
- Parts of Speech
- Use of Glossaries
- Learners' Dictionaries, and vocabulary lists
- General Reading 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
- Skimming Scanning

#### Writing (30 - 42)

- Mechanics of Writing: Capitalization, Punctuation, Formatting

- Sentence and Short paragraph Writing and Rewriting
- Form
- Paragraph Structure
- Introductory
- Supporting
- Concluding
- Organization
- Stylistic Variation
- Genre
- Business Letters
- Job Application
- Emails (Formal and Informal)
- Resumes

**Workplace Skills (20 - 29)**

- Workplace Cultural Norms
- Small Talk
- Body Language
- Cross-Cultural Awareness
- Problem-Solving and Team-Building Exercises

**Total Hours = 160-224**