

Revised by: K. Kulzer-Reyes
Reviewed by: D. Layne
Date Reviewed: Spring 2015
C&GE Approved: February 9, 2015
Board Approved: March 11, 2015
Semester Effective: Spring 2016

English as a Second Language (ESL) 0050 English as a Second Language: Level 5 (0
Units)

[formerly English as a Second Language 95]

Prerequisite: Qualification by assessment process or successful completion of
ESL 0040

Prerequisite knowledge/skills: Before entering the course, a student should be able to

1. identify main ideas and supporting detail in narratives and factual material relating to everyday topics,
2. identify the mood of a conversation or message (speaker opinion, urgency, etc.),
3. demonstrate understanding of oral stories and passages in familiar contexts,
4. demonstrate understanding of everyday conversations allowing for some repetition or slowed speech,
5. participate in face-to-face conversations about everyday topics and beyond (descriptions, personal background, etc.),
6. demonstrate spontaneity and courage to initiate conversation that has not been previously memorized,
7. demonstrate the ability to appropriately adjust the level of formality in face-to-face conversations,
8. seek clarification on telephone and/or face-to-face conversations by rewording, repeating, or asking questions for understanding or to be understood,
9. interpret simple authentic material on familiar topics (simple newspaper articles, social letters, etc.),
10. distinguish the main idea in, make inferences from, and draw conclusions about level-appropriate readings,
11. identify the main elements of a short story,
11. write short paragraphs with clear topic, supporting and concluding sentences,
12. write personal letters and journal entries showing coherence and thoroughness of thought,
13. understand and use present and past tenses,
14. understand and use future tenses,
15. understand and use negative questions and tag questions, additions and responses,
16. understand and use gerunds and infinitives,
17. understand and use phrasal verbs,
18. understand and use adjective clauses,
19. understand and use modals,

20. understand and use the passive voice,
21. understand and use conditionals, and
22. understand and use indirect speech and embedded questions.

Total Hours: 112 hours lecture

Catalog Description: This course is designed for students at the advanced level of English. The focus is on preparing students for academic / vocational success through increasing vocabulary and improving grammatical understanding. This is done through practice of listening, speaking, reading and writing skills. Students work independently on homework and exams and in groups on projects and presentations. This is an open-entry, open-exit class.

Type of Class/Course: Non credit

Texts:

Teacher-collected and prepared materials including, but not limited to:
Novels and short stories
Web-based readings like National Public Radio
Web-based videos like Public Broadcasting Service
Taft College Library's electronic databases
Dept. of Ed. Materials for Citizenship and Basic English
TED Talks
Instructor-created videos
Other

Bitterlin, Gretchen, Dennis Johnson, Donna Price, Sylvia Ramirez, and K. Lynn Savage.
Ventures Transitions. New York: Cambridge. 2010. Print.

Additional Instructional Materials:

Dictionary
Internet

Course Objectives:

By the end of the course, a successful student will be able to

1. understand and use the past, present, and future tenses,
2. understand and use modals,
3. understand and use count and non-count nouns,
4. understand and use articles,
5. understand and use quantifiers,
6. understand and use adjective clauses,
7. understand and use the passive voice,
8. understand and use gerunds and infinitives,
9. understand and use adverb clauses and adverbial phrases,
10. understand and use connectors and transitions,

11. understand and use noun clauses,
12. understand and use direct and indirect speech,
13. write coherent compositions with clear topic, supporting and concluding sentences,
14. expand and combine simple sentences by adding modifying words, clauses, and phrases,
15. take notes from public announcements, lectures and interviews,
16. distinguish main ideas and supporting details in advanced materials including textbooks passages and magazine articles,
17. illustrate understanding of common prefix / suffix meanings for guessing the meanings of words in context,
18. summarize 1 – 2 page reading passages,
19. demonstrate understanding of everyday content presented by native speakers via various recordings and classroom materials,
20. demonstrate understanding of some abstract topics when presented in familiar contexts, and
21. demonstrate guessing strategies used in deducing meaning of vocabulary from context.

Course Scope and Content:

Unit I Grammar

- A. Review of all grammar forms

Unit II Writing

- A. Compose topic sentences
- B. Compose paragraphs in a variety of genres
- C. Compose essays in a variety of genres

Unit III Listening and Speaking

- A. Discuss ideas with classmates and instructor
- B. Present ideas from multiple viewpoints
- C. Give formal presentations about assigned subjects

Unit IV Reading and Vocabulary Read to learn new information

- A. Infer meaning from text
- B. Use new vocabulary within writing and spoken language

Learning Activities Required Outside of Class:

The students will spend a minimum of 6 hours per week outside of their regular class time doing the following:

1. Studying
2. Completing homework exercises

Methods of Instruction:

1. Assigned exercises from textbook
2. Lecture
3. Group work
4. Discussion
5. Individual conference

Methods of Evaluation:

1. Class participation
2. Written homework
3. Quizzes
4. Oral evaluations
5. Grammar exams
6. Midterm and final