



ESL 302 - Beginning High

## Catalog Entry

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**Discipline** English As a Second Language**Course Number** 302**Course Title** Beginning High**Total hours of instructions required to achieve course objectives:** 96.000 - 216.000**Min Credit:** 0.000

## Requisites

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Recommended Preparation: Completion with a grade of "C" or better or a Passing grade in: ESL 301 - Beginning Low or equivalent ;

## Catalog Description

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Emphasizes comprehending and participating in simple conversations, communicating survival needs, and reading and performing written tasks in the context of college, career readiness, and civic participation.

**Classification Code** K - Other Noncredit Enhanced Funding**Transfer Code** C - Not transferable**SAM Priority Code** E - Non-Occupational**TOPS Code** 4930.87 - English as a Second Language - Integrated**Repeatability Code** CE - Continuing Education**Open Entry/Exit** Yes**Grading Options** Pass/Satisfactory Progress/No Pass

## CIC Approval

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04/10/2023

## Student Learning Outcomes

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Upon completion of this course, the student should be able to:

1. **Answer comprehension questions based on short listening passages/aural instructions.**
2. **Locate specific information and details in a short form, multi-sentence paragraph, or dialogue. Write simple and compound sentences.**

## Course Objectives

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1. Distinguish between a question and a statement in a simple sentence, based on tone or mood regardless of word order.
2. Ask and answer simple questions in face-to-face and phone conversations to communicate needs.
3. Read and demonstrate understanding of short, simplified narrative or informational text on familiar topics using learned vocabulary and sentence patterns.
4. Write sentences on familiar topics, based on personal experiences.

## Course Content

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(Include major topics of the course, time required, and what the student is expected to learn.)

**Course Lecture Content***The ESL Program recognizes that our students' race, ethnicity, linguistic background, and socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English literacy.*

Listening: 18-40 hours

(Complexity and type of listening passages appropriate for this level: *short informational listening passages on familiar topics supported by visuals; constructed dialogs on familiar topics and settings; high frequency vocabulary; authentic speech with rephrasing and repetitions.*)

- Main topic or argument a speaker makes in oral presentations and simple spoken text
- Context to infer the meaning of words or phrases
- Multi-word oral commands and social expressions
- General topic, sequence of events, characters, or settings
- Question versus statement in a simple sentence, based on tone or mood regardless of word order
- Meaning of frequently used idioms/phrasal verbs in context

- Words that signal differences between present, past, and future events

#### Speaking: 18-40 hours

- Short conversations about familiar topics
- Information and ideas, turns in interactions with others, and simple questions with Wh- questions
- Short oral presentations
- Opinion about a familiar topic, experience, or event, and give a reason for the opinion
- Informal and formal language use
- Frequently occurring academic and content-specific vocabulary.
- Meanings of words and expressions when misunderstanding occurs
- Directions
- Information about past needs and events
- Details from an oral presentation or simple spoken text
- Short sequence of events in order

#### Reading: 20-45 hours

(Complexity and type of reading passages appropriate for this level: *short, multi-sentence paragraphs supported by visual clues, about familiar topics, experiences, or events.*)

- Pre-reading strategies.
- Information and details in a short, multi-sentence paragraph, dialogue, or form
- Common idioms and idiomatic language in context
- Picture or English learners' dictionary
- Meaning of high-frequency sight words, phrases or expressions
- Strategies such as predicting or phonics decoding, or word structures (affixes and roots) to interpret new words and phrases and infer meaning
- Purpose and audience of texts such as permission slips, news reports, narratives, and emails
- Two- to four -step written directions
- Items using written information
- General topic, sequence of events, characters, or setting, answering who, what, where, when, and why
- Terms on forms (e.g., personal identification, school registration, checks, change of address.)
- Skimming and scanning strategies

#### Writing: 20-45 hours

(Writing tasks appropriate for this level: *fill out simple forms that require limited biographical or personal information, and compose simple written narratives about familiar texts, topics,*

- Sentences about past activities with simple and continuous tenses with regular and irregular verbs
- Series of simple related sentences about an experience or event
- Short written exchanges about familiar topics and/or materials
- Short sequence of events from various prompts
- Simple and compound sentences
- Basic words and phrases related to the workplace and school
- Lists (e.g., grocery items)
- Short note or message (e.g., a phone message or note)
- Stages of the writing process: pre-writing, writing, revising, editing (e.g., subject-verb agreement, capitalization, punctuation, basic grammatical forms, and spelling), and publishing
- Paragraph format (e.g., indentation, linking sentences, margins) with a model
- Simple emails

#### Pronunciation: 6-16 hours

- Regular past tense verb endings
- Final "s" sounds
- Initial sounds
- Reduced forms of going to, have to
- Basic intonation patterns of Wh-, yes/no, and either/or questions

#### Language Structure and Grammar: 14-30 hours

##### Begin to use

- "Yes," "no," "or," and "Wh-" questions and answers using simple past, past progressive, and simple future
- Regular and irregular verbs, nouns, adjectives, adverbs, prepositions, and conjunctions
- Adverb clauses
- Compound sentences (with "and ... too," with "and ... either," with "or")
- Future tense
- Modals/Modal phrases (e.g., have to, must)
- Verbs followed by infinitive
- Phrasal verbs
- Subject/Object pronouns
- Simple comparatives

(Review and expand previous levels of Language Structure and Grammar items)

##### College/Workforce Preparation (hours are included in integrated skills instruction):

- College support services
- Time management and study skills
- Small project
- Job titles, responsibilities, and places of work
- Different jobs, job duties, and wages associated with jobs
- Workplace soft skills, such as customer care, communication, personal qualities, and leadership/teamwork skills
- Critical thinking, creative thinking, and problem solving skills

Digital Literacy (hours are included in integrated skills instruction):

- College email account
- Email for classroom interactions
- Technology for English language learning

Total Hours: 96-216

## Course Materials

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### Textbook

Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez, K. Lynn Savage Ventures 1 third Cambridge University Press 978-1108449557 2018 This is a part of a popular textbook series that has not been revised again yet.

### Other Required Materials

- Books from ESL Department recommended book lists
- Instructor-created materials and other resources as needed

## What methods will be employed to help students learn?

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Check all that apply:

- **Class Discussions**

**Description**

Students will participate in class discussions to review and check their understanding of and responses to course contents/classroom activities such as for homework assignments, worksheet exercises, information about past needs and events, and oral commands and social expressions.

- **Directed Learning Activities**

**Description**

Students will do directed learning activities to focus on strengthening their knowledge of specific course content areas such as by reviewing and using *Wh-* questions, basic intonation patterns, and writing a series of simple related sentences about familiar topics and/or materials.

- **Field Trips**

**Description**

Students are invited to explore opportunities for academic, professional, personal or family-related reasons and/or to apply what they are learning in the classroom by taking school sponsored field trips provided as part of student services to visit for example other courses/programs/schools.

- **Guest Speakers**

**Description**

When guest speakers are available and requested by the instructor for in-class presentations, students will be able to learn more from the presenters on how they use English (e.g., vocabulary, pronunciation, grammar) in their disciplines, careers, lives, and so on. In addition, students will be able to ask them for their opinions, clarify vocabulary or expressions used, and request information about past events.

- **Instructor Demonstrations**

**Description**

The instructor may use various demonstrating techniques to help students learn time management and study skills using a calendar and to write lists (e.g, grocery items).

- **Lecture**

**Description**

Instructors will provide students with new information or lessons using various instructional deliveries such as through speech, desktop publishing presentations, or media recordings to introduce the course contents and subtopics followed by classroom activities to allow students to discuss, practice and assess their responses.

- **Media Presentations**

**Description**

The instructor and students are able to present information to groups or the class on different content areas of the course using available internet, technology, and equipment in the classroom. For example, a group of students can present to the class their project on college support services using internet, school website, and a projection board or in Zoom.

- **Oral Presentations**

**Description**

Students will be able to practice their oral skills by presenting information to the class on a content course topic of interest and answer questions using formal or informal language as well as receive feedback.

- **Other**

**Description**

*These instructional methods can be used in this course by the instructor; however, other related methods can also be employed and not all methods listed are necessarily performed by each instructor:*

Cooperative learning

Class presentations

Debates

Dialogues

Distance education

Individual small and whole group listening and speaking activities in person or via recorded devices (e.g., audio scripts and video)

Individual and small group activities

Mediated learning

Mini speeches

Observations and demonstrations

Pair work

Portfolios

Projects

Role-play activities

Student conferences

Teamwork

Whole class instruction

What learning activities or assignments are required outside of class?

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**Reading Assignments**

Reading labels, statements, articles, newspapers, stories, books, and other materials.

**Writing Assignments**

Writing lists, emails, messages, notes, journals, and letters in personal, vocational and/or academic settings.

**Other Assignments**

- Speaking English with family, friends, neighbors, co-workers, and classmates. Practicing voice recordings and public speaking.
- Listening to information in English in TV shows, movies, news, videos, podcasts, and other mediums.
- Reviewing course materials (e.g., grammar, pronunciation, spelling, vocabulary) to prepare for quizzes, tests, presentations, and projects.

Standards of Achievement

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**How will learning be assessed? (Multiple measures must be used)**

*These evaluative measures can be used in this course by the instructor; however, other related assessments can also be employed and not all types listed are necessarily performed by each instructor:*

Computer assignments/worksheets

ESL Department developed pretests and posttests

Exams

Instructor-prepared assessments

Observations

Performance based assessments

Portfolios

Presentations

Projects

Quizzes

Rubrics

Student assessments  
Teacher assessments/observations  
Tests

## Grading Scale

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(P) Pass: The student has demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 70% or higher using various methods of evaluation/multiple measures.

(SP) Satisfactory Progress: The student has demonstrated proficiency in some of the learning outcomes of the course as evidenced by an average score of 60-69% using various methods of evaluation/multiple measures.

(NP) No Pass: The student has not demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 0-59% using various methods of evaluation/multiple measures.