



ESL 303 - Intermediate Low

## Catalog Entry

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**Discipline** English As a Second Language**Course Number** 303**Course Title** Intermediate Low**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 302 - Beginning High or equivalent ;

## Catalog Description

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Emphasizes comprehending and participating in conversations, communicating needs and opinions, reading from academic and informational text, and performing written tasks. Exposes students to authentic spoken and written content to prepare students for college, the workplace, and civic participation. Five high school elective credits may be granted upon passing the course.

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**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 to demonstrate understanding of listening passages/aural instructions.**
2. **Write a short, loosely-organized paragraph based on personal experiences or familiar materials, in response to a reading passage and/or a visual/written prompt.**

## Course Objectives

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1. Identify the general topic, sequence of events, characters, or setting in level-appropriate listening passages.
2. Participate in simple face-to-face or phone conversations and respond to simple questions.
3. Interpret short information reading passages on familiar topics.
4. Perform basic academic, vocational, and civic writing tasks on familiar topics.

## 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: 14-33 hours

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

- Context to infer the meaning of words or phrases
- Oral instructions (e.g. multi-word commands and social expressions)
- The main idea and supporting details in oral presentations and simple spoken texts
- Speaker's purpose
- Yes/no question for information based on a variation in tone or mood
- Context of frequently used idioms/phrasal verbs
- General topic, sequence of events, characters, or setting in level-appropriate listening passages.

Speaking: 14-33 hours

- Experiences about past events in order
- Informal and formal language
- Language choices to task an audience with emerging control in various social and academic contexts
- An increasing number of academic and content-specific vocabulary and expressions
- Presentations on a specific topic with supporting details
- Conversations and interviews
- Formal and informal language when asking for clarification and/or making requests
- Questions using present perfect, past, and future tenses
- Sequence of events in the past that continues into the future being understood at a basic level in group/team meetings

Reading: 22-50 hours

(Complexity and type of reading passages appropriate for this level: *one-page authentic or adapted text.*)

- Specific information, definitions, or details
- Common idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues
- Common, unfamiliar words by using an English learners' dictionary
- Context and word structures (affixes and roots) to infer the meaning of a word or phrase
- Knowledge of cohesive devices such as pronoun references, adverbs of time, and conjunctions to interpret meaning
- Purpose and audience in one-page authentic text such as forms, letters from school, articles, narratives, and brochures
- Information using price lists, bar graphs, and pie charts
- Main and supporting ideas
- Pre-reading strategies.
- Transitional words
- Abbreviations

Writing: 22-50 hours

(Writing tasks appropriate for this level: *write a short note or message (e.g., loosely organized paragraph or note to a landlord about a repair, or a child's teacher about an illness); fill out simple forms that require some detailed biographical or personal information.*)

- Loosely organized paragraph based on a prompt
- Words and phrases related to the workplace, school, and real life situations
- Letters for personal and professional needs
- Online and paper forms (e.g., medical history, job application, banking) requiring detailed information on varied topics
- The stages of the writing process: prewriting, writing, revising, editing, and publishing with some degree of accuracy
- Email for personal and professional needs

Pronunciation: 8-15 hours

- Intonation of questions
- Th, v/b, p/f sounds
- Contrasting sounds: ch/sh, l/r
- Reduced forms: did you, should you, must you
- Similar sounding vowels

- Consonant vowel linking
- Regular past tense and participle verb endings
- Final "s" sounds.
- Contractions with have.

Language Structure and Grammar: 16-35 hours

- Yes," "no," "or," and "Wh-" questions and answers using present perfect and present perfect progressive
- Complex sentences (adverbial clauses of time and reason)
- Direct speech
- Modals/Modal phrases (e.g., can/can't/should/shouldn't/have to/don't/doesn't have to/may/may not)
- Conditionals (present real, future real)
- Verbs followed by gerunds and infinitives
- Reflexive pronouns
- Direct and indirect objects
- SVA with compound subjects and objects using conjunctions (positive/negative forms)
- Imperatives
- Basic passive voice
- Basic phrasal verbs with object pronouns

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

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

- Key features of a text such as date, author, title, section headings, key vocabulary, sources, sidebars, footnotes, captions, graphs, and illustrations
- Course syllabus
- Time management skills for class assignments
- Classroom notes
- Descriptions of job duties, wages, and benefits
- Personal strengths, weaknesses, skills and experience, as they relate to potential careers
- Personal interests, aptitudes, goals, personality types, skills and values as related to work
- 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)

- Technology to edit and revise writing
- Technology to work collaboratively on class activities, reports, and/or presentations

Total Hours: 96-216

## Course Materials

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### Textbook

Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez, K. Lynn Savage Ventures 2 third Cambridge University Press 978-1108449564 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 teacher-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, past events, and oral instructions (e.g., multi-word 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 producing contrasting and final "s" sounds, and subject verb agreement with compound subjects and objects using conjunctions (positive/negative forms).

- **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, writing and reading strategies) in their disciplines, careers, lives, and so on. In addition, students will be able to infer the meaning of words or phrases and identify a presenter's purpose and supporting details in his/her presentation.

- **Instructor Demonstrations**

**Description**

The instructor may use various demonstrating techniques to introduce workplace soft skills such as personal qualities, show students how to interpret graphs/illustrations, and highlight key sections of the course syllabus.

- **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 describing job descriptions, wages, and benefits for health-related professions using a career-based website, labor market data, desktop publishing presentation tools, and the internet.

- **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 that includes a clear topic with supporting details and also ask for questions and feedback using different tenses of English.

- **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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(COM) Completed: The student has demonstrated advanced proficiency in the learning outcomes of the course as evidenced by an average score of 80% or higher using various methods of evaluation/multiple measures.

(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.