

ESL 304 - Intermediate High

Catalog Entry

Discipline English As a Second Language

Course Number 304

Course Title Intermediate High

Total hours of instructions required to achieve course objectives: 96.000 - 216.000

Min Credit: 0.000

Requisites

Recommended Preparation: Completion with a grade of "C" or better or a Passing grade in: ESL 303 - Intermediate Low or equivalent ;

Catalog Description

Emphasizes expanding oral language, critical and creative thinking skills in English, and reading comprehension of authentic academic and informational text. Written tasks focus on academic and workforce preparation, as well as increased community and civic participation. Five high school elective credits may be granted upon passing the course.

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

04/10/2023

Student Learning Outcomes

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

1. **Evaluate verbally point and purpose of authentic podcasts, read stories aloud, listening passages, or spoken messages.**
2. **Write a well-developed paragraph that includes a topic sentence, three (3) supporting details, and a conclusion, on personal experiences or a familiar topic, based on a visual or written prompt.**
3. **Describe the main idea and conclusion, evaluate the message, compare and contrast supporting details of an authentic or adapted text.**

Course Objectives

1. Interpret phrases, words, sentences, conversations, and podcasts.
2. Use oral language skills to answer direct questions, participate in a conversation, and talk on a specific topic.
3. Use reading skills to skim text or graphic organizers for main idea, and interpret the content and meaning of authentic materials.
4. Develop written tasks with a focus on academic, workplace, and survival skills, on personal and nonpersonal topics.

Course Content

(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: 11-25 hours (Complexity and type of listening passages: *short informational or narrative listening passages on familiar topics supported by visuals; constructed dialogs on familiar topics and settings; high frequency and common academic vocabulary; spoken at a natural pace using simple syntax.*)

- Context to infer meaning of words or phrases in a listening passage
- Responses to instructions and rules or opinions presented orally
- Stated or implied main ideas and supporting details in oral presentations and spoken text
- A speaker's purpose or point of emphasis
- Meaning and intent based on variation in tone or mood

- Meaning of general academic and workplace-specific words and phrases
- Review of some natural speech situations

Speaking: 11-25 hours

- Questions and information from varied sources
- Conversations and discussions
- Ideas and building on the ideas of others
- Relevant questions, information and evidence, and key ideas
- Questions to gain information or clarify understanding
- Oral presentations, including an introduction, details, and conclusion
- Persuasive language
- Questions using present, past perfect and past perfect progressive

Reading: 25-58 hours

(Complexity and type of reading passages appropriate for this level: *one-page, multi-paragraph authentic or adapted text about familiar topics such as school letters, brochures, articles, and experiences, or events.*)

- An author's point of view, audience, purpose/meaning and tone
- Pre-reading, while-reading and comprehension strategies
- Central ideas, themes, and supporting details in a reading passage
- Key details
- Main and idea comparisons and contrasts in texts
- Idiomatic language (e.g., phrasal verbs, semantic clusters, and other collocations supported by contextual clues)
- Appropriate definition recognition among multiple definitions using a dictionary
- Context, questioning, and/or word structures (affixes and roots) to infer the meaning of a word or phrase in a reading passage
- Statements of facts and opinions, and reasons an author gives to support a claim
- Details and examples in a text to explain explicit and implicit meaning

Writing: 25-58 hours

Writing tasks/prompts appropriate for this level: *write a well-*

constructed short email or letter including some supporting details (e.g., a well-developed paragraph, note to a teacher or supervisor explaining an absence); fill out paper or online fo

- Compound and a few complex sentences using adverbial clauses with SVA
- A well-developed paragraph including a topic sentence, supporting details, and conclusion (e.g., an autobiography)
- A range of academic and content-specific words, phrases, and expressions to show developing control of style and tone
- Self-editing and peer editing to include capitalization, proper punctuation, and correct spelling
- A bibliography
- Gathering and paraphrasing information from multiple sources, avoiding plagiarism
- Developing an informational topic with facts and details, providing a conclusion
- Common transitional words and phrases to connect events, ideas, and opinions
- Stages of the writing process: prewriting, writing, revising, editing, and publishing

Pronunciation: 5-10 hours

- Clear utterances
- Word and sentence linking
- Reduced forms of would and will
- Word ending sounds: s, th, d
- Contrasting sounds: e.g., r/l, b/v, t/th
- Intonation, pitch, stress, length of syllable patterns and rhythm
- Similarity of sounds in medial position
- Vowel sounds that interfere with communication
- Intonation of tag questions
- Reduced forms (could have, should have)

Language Structure and Grammar: 19-40 hours

Begin to use:

- "Yes," "no," "or," and "Wh-" questions and answers using past perfect, past perfect progressive, and future progressive
- Adjectival clauses (who, which)
- Embedded questions
- Tag questions
- Present/Past modals/modal phrases (used to, could, should have, could have, was able to, had to.)
- Indirect speech
- Hope clauses
- Present wish clauses
- Present unreal conditional
- Active/Passive (simple present)
- Reflexive and indefinite pronouns
- Parallel structure
- Conjunctive adverbs
- Compound and complex sentences
- Adverbs of time
- Conjunctions
- Stative verbs

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

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

- A course syllabus and a study calendar to be successful in a class
- Active listening techniques to take and organize lecture/presentation notes
- Techniques for time management and stress management
- Resume preparation
- An action plan to identify problems and devise solutions
- Completing authentic paper and online job applications and forms
- Parts of a business letter and email

Digital Literacy (hours are included in integrated skills instruction)

- Digital resources to evaluate appropriateness for educational use
- Visuals (e.g., graphics, illustrations, or diagrams) and multimedia sources (e.g., video, audio) into classroom activities, reports, and/or presentations

Total Hours: 96-216

Course Materials

Textbook

Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez, K. Lynn Savage Ventures Book 3 third Cambridge University Press 978-1108449571 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?

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, natural speech situations, and reading/writing strategies.

- **Directed Learning Activities**

Description

Students will do directed learning activities to focus on strengthening their knowledge of specific course content areas such as by identifying central ideas, themes, and supporting details in readings, and using signal words in paragraph writing activities.

- **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, reading and writing strategies) in their disciplines, careers, lives, and so on. In addition, students will be able to ask them questions to gain additional information or clarify a key point.

- **Instructor Demonstrations**

Description

The instructor may use various demonstrating techniques to show proper punctuation placement in writings and also how to complete online job applications/forms.

- **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 how a school article is produced for various purposes using PowerPoint, an image/graphics program, a PDF file, and 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 to include persuasive language supported by facts and evidence.

- **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?

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

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

(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.