



ESL 305 - Advanced Low

Catalog Entry

Discipline English As a Second Language**Course Number** 305**Course Title** Advanced Low**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 304 - Intermediate High or equivalent ;

Catalog Description

Emphasizes higher-level language skills, reading more complex passages with increased understanding, analysis, and improving academic and informational writing skills. Prepares students for academic and workforce success 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. **Identify and summarize the main idea and key points of an authentic academic or informational reading passage.**
2. **Write a multi-paragraph essay on a familiar topic related to college, the workplace, or a civic issue.**
3. **Describe the main idea and conclusion, evaluate the message, compare and contrast supporting details of an authentic text.**

Course Objectives

1. Interpret sentences, conversations, podcasts, videos, and presentations.
2. Apply aural and oral language skills to formulate, argue, or support arguments, opinions, and points of view.
3. Appraise and evaluate facts and opinions, analyze multiple definitions, compare and contrast ideas and points of view, examine supporting and main ideas of authentic texts.
4. Design, construct, develop multi-paragraph texts, take notes, and fill out complex forms.

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: 9–20 hours

(Complexity and type of listening passages appropriate at this level: *short lectures or speeches on familiar and academic topics, supported by visuals; authentic dialogs on familiar topics and settings; High-frequency and common academic vocabulary; spoken at natural pace using mostly simple syntax.*)

- Themes/Ideas in academic and informational spoken text

- Persuasive speech
- New vocabulary, idioms, and figurative language
- Oral announcements and instructions that include multiple details
- A speaker's purpose, point of view, and points of emphasis
- Points of emphasis in questions or statements, based on stress, tone, or mood regardless of word order
- Natural speech

Speaking: 9–20 hours

- Extended conversations and discussions about a range of topics, texts, and issues for a variety of purposes
- Own ideas and the ideas of others
- Points with specific and relevant evidence, summarizing key ideas
- Questions to clarify ideas and conclusions
- Oral presentation
- Workplace and academic vocabulary
- Questions in all grammatical tenses
- Level of formality required by the social, academic, or workplace situation in face-to-face conversations

Reading: 27–60 hours

(Complexity and type of reading passages appropriate for this level: two-page authentic text.)

- Author's point of view, audience, and purpose in a reading passage
- Themes/Ideas in academic and informational texts
- Persuasive texts
- Idiomatic language and expressions (e.g., phrasal verbs, semantic clusters, and other collocations supported by contextual clues)
- Multiple definitions from a dictionary
- Statements of fact and opinion
- Ideas included in an authentic text
- Prereading, while-reading and comprehension strategies in a one-page, multi-paragraph authentic or adapted text

Writing: 28–61 hours

(Writing tasks appropriate for this level: *compose text requiring some detail with awareness of audience and purpose (e.g., expository essays, informal letters, email messages)*.)

- A multi-paragraph essay
- Informational texts
- Topic with relevant details, concepts, examples, and information about a variety of texts, topics, or events
- Sentence patterns, including simple and compound and complex sentences, including adverbial and adjectival clauses
- Authentic forms (e.g., accident reports or applications for drivers' licenses that require narrative description)
- Transition words between paragraphs
- Notes from public announcements, short lectures, and authentic interviews

Pronunciation: 1–5 hours

- Intonation, pitch, stress and rhythm
- Syllables for meaning
- Reduced forms (could have, should have, would have, might have, must have)

Language Structure and Grammar: 22–50 hours

Begin to use:

- "Yes," "no," "or," and "Wh-"questions and answers using future perfect
- Conjunctive adverbs (therefore, however)
- Adverbial clauses of concession (unless, although)
- Modals/Modal phrases related to past events (should have, could have, would have, might have, must have)
- Causative verb forms
- Past wishes clauses
- Past unreal conditional
- Passive (all forms + modals)
- Compound and complex sentences

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

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

- Course syllabi, course objectives and outcomes, and a master calendar
- Education, training resources, and opportunities available in the local community
- Services that address barriers to successful completion of higher education and training
- Questions to ask an educational, training, or career-related representative
- Careers of interest and the education and training required
- Employment resources and opportunities available in the local community
- Job interview strategies
- Business letters and emails with pertinent detail

Digital Literacy (hours are included in integrated skills instruction)

- Collaborative technologies to work with others (e.g., Canvas)
- Web-conferencing systems (e.g., Skype, Zoom) in the classroom to participate in class or work activities
- Productivity software such as MS Word, PowerPoint, Google slides, and blogs

Total Hours: 96–216

Course Materials

Textbook

Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez, K. Lynn Savage Ventures 4 third Cambridge University Press 978-1108449588 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?

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, themes or ideas in academic and informational texts and reading passages.

- **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 grammatical tenses of English, transition words between paragraphs, and using idiomatic language and expressions in context.

- **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 summarize/clarify their key ideas and points with specific and relevance evidence.

- **Instructor Demonstrations**

Description

The instructor may use various demonstrating techniques for example to help students develop and increase their reading comprehension abilities by analyzing an author's point of view and the audience and purpose in a reading passage.

- **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 the similarities and differences between informal and formal letters 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 and also articulate their own ideas and the ideas of others 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
Directed learning activities
Discussions
Field trips
Guest speakers
Individual and small group activities
Mediated learning
Pair work
Portfolios
Presentations
Projects
Student conferences
Team work

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 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 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.