



ESL 306 - Advanced High

Catalog Entry

Discipline English As a Second Language**Course Number** 306**Course Title** Advanced 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 305 - Advanced Low or equivalent ;

Catalog Description

Prepares students for academic and workforce success and civic participation. Emphasizes high-level language skills, conversations that convey complex thought patterns, and reading and writing strategies. This course uses authentic academic, informational, and technical reading materials that expand the use of creative and critical thinking skills. 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. **Use context to infer the meaning of words or phrases in a listening passage or presentation appropriate for this level and speaking skills target developing and presenting team projects with digital support.**
2. **Identify the main idea and key points of an authentic academic or informational reading passage and summarize the text. Produce a well-developed multi-paragraph essay, a cover letter for a job application, or a letter about a civic issue, with a clear introduction, supporting details, and conclusion.**

Course Objectives

1. Identify a speaker's purpose, point of view, use of evidence, and points of emphasis.
2. Actively participate in conversations in complex situations.
3. Use critical thinking skills in reading comprehension, analysis, and summarization of academic, informational, and technical text.
4. Apply creative thinking and problem-solving skills in academic, workplace, and civic related writing.

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 for this level: short lectures or speeches on academic topics; authentic dialogs on familiar topics and settings; academic vocabulary; spoken at natural pace using authentic syntax.)

- Main ideas and supporting details in a listening passage and development of themes/ideas

- Conversations and discussions about a range of topics, texts, and issues
- Reasoning and evidence in speech
- Specific and detailed spoken instructions on an academic or workplace topic
- Speaker's purpose, point of view, use of evidence, and points of emphasis
- A question and a statement regardless of word order and points of emphasis, tone, or mood based on intonation
- Idioms and figurative language in clear contexts (e.g., I was so tongue-tied that I couldn't answer the question. Just tell me and stop beating around the bush.)

Speaking (9-20 hours)

- Oral presentations about a variety of academic and workplace topics or events
- Oral announcements and instructions that include multiple details
- Information from varied and multiple sources and integrate into an organized oral report
- A wide range of complex academic and workplace vocabulary and phrases
- Language choices and style according to purpose, task and audience in various social, academic and workplace contexts
- A detailed sequence of events or steps in a process, with clear sequential, or chronological structure
- A speaker's point of view, citing examples
- Developing and presenting academic team projects with digital support

Reading (27-60 hours)

(Complexity and type of reading passages appropriate for this level: section of a multi-page academic fiction or nonfiction chapter; variety of authentic academic, informational, and technical material, including unfamiliar content; read literature.)

- Level appropriate pre-reading, while-reading, and comprehension strategies, using a variety of authentic texts
- Reasoning in persuasive text, determine whether evidence is sufficient to support claim, and textual evidence to support analysis
- An author's point of view, audience, and purpose and word choice to advance that point of view or purpose
- Understanding of advanced idiomatic language and expressions (e.g., phrasal verbs, semantic clusters, and other collocations supported by contextual clues)
- Resource materials (e.g., dictionary, thesaurus, etc.)
- Clear arguments and specific claims in a text, following the line of reasoning to its conclusion and when irrelevant evidence is introduced
- Specific information or definitions, or restatements of concepts in a two-page authentic text

Writing (28-61 hours)

(Writing tasks appropriate for this level: compose formal text requiring some detail with awareness of audience and purpose (e.g., expository essays, business letter, formal email))

- A range of college-level academic words and phrases are used adequately
- Expository essays with multiple paragraphs, with a thesis, supporting details, and a conclusion, referring to the ideas of others
- Claim about a topic with introduction and ordered reasons or facts that effectively support the claim, and concluding statement
- Short research projects to answer a provided question and information gathered into an organized written report
- Formal and informal style and tone, as appropriate. Detailed sequence of events or steps in a process, with clear sequential or chronological order
- Informational topic with facts, details, and evidence
- Letters of different purposes (e.g., a request, praise or complaint)
- Increasingly complex phrases and clauses, and expanded simple, compound, complex, and compound complex sentences
- Indirect quotations to support the writer's statement
- The writing process: writing for content, capitalization, punctuation of varied sentence types, grammatical form, and spelling
- Citation of sources

Pronunciation (1-5 hours)

- Proper intonation, pitch, and stress
- Different lengths of syllable and syllable patterns for meaning
- Contrastive stress (my car, not your car, etc.)
- Reduced forms and linking

Language Structure and Grammar (22-50 hours)

- "Yes," "no," "or," and "Wh-" questions and answers all forms including future perfect progressive
- Compound, complex, and compound-complex sentences with correct word order, punctuation, and mechanics
- Adverb, adjective and noun clauses, focusing on reduced forms, embedded questions, and imperatives
- Conditionals (all forms)
- Modals to express appropriate register, auxiliaries, and passive voice
- Subject-verb agreement with a variety of subjects and inside relative clauses, including gerunds, and infinitives

- Word forms, articles, other determiners, and pronouns
- Verb tenses and sequence are used accurately

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

College/WorkforcePreparation (hours are included in integrated skills instruction)

- An educational or career goal and determine appropriate steps and resources to achieve it
- A personal statement appropriate for applying to earn a scholarship or applying for college
- College application
- College counselor
- A list of questions to ask a career-related representative
- Resumes, cover letters, and thank you letters
- Effective job promotion strategies (e.g., ask for a merit raise)
- Work-related written report
- Critical thinking, creative thinking and problem-solving skills
- Advanced-level pre-collegiate and some collegiate academic vocabulary

Digital Literacy (hours are included in integrated skills instruction)

- Online portfolio or video resume
- Digital content that addresses personal, career, and academic needs
- College online resources and services to support the learning process
- Digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning (e.g., participate in an online/hybrid course, training session or community-based webinar)

Total Hours: 96-216

Course Materials

Textbook

Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez, K. Lynn Savage Ventures Transition third Cambridge University Press 978-1108925204 2018 This is a part of a popular textbook series that has not been revised again yet.

Other Required Materials

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 content/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.

- **Electronic Delivery**

Description

In this course, students will have ample opportunity to communicate with the instructor and peers via electronic media (e.g., email, Pronto, Canvas email). Additionally, class content may be offered via our school's LMS (e.g., Canvas) via hybrid and online modalities.

- **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.

- **Group Study & Exercises**

Description

Through class assignments and projects, students will engage in collaborative learning to problem solve on pair or group assignments and/or prepare for presentations on different content areas of the course.

- **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 relevant evidence.

- **Handouts**

Description

The instructor may use student, instructor, and/or publisher created material to support deeper learning of the content presented in the course.

- **Instructor Demonstrations**

Description

The instructor may use various demonstrating techniques. For example, to help students develop and increase their reading comprehension abilities, instructor may model 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.

- **Reading Assignments**

Description

Through course work, students will be reading authentic text on content course topic of interest to put to practice their reading skills in order to prepare for assignments and/or projects which they will present to the class.

- **Visual Aids**

Description

In order for deeper learning to occur and to help in scaffolding the content in the course, the instructor may use visual aids (e.g., graphic organizers, illustrations, etc.) to support student learning.

- **Writing Projects & Reports**

Description

Students will participate in class projects to apply their understanding of and responses to course content/classroom activities, themes, or ideas in academic and informational texts and reading passages. Writing will be used in creating their presentations and their reflections of the material learned.

- **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 (e.g., individual and small group activities, pair and team work)

Portfolios

Projects

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.