

ESL M903: HIGH-INTERMEDIATE NONCREDIT ESL

Originator

ssims

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

ESL - English as a Second Language (ESL)

Course Number (CB01B)

M903

Course Title (CB02)

High-Intermediate Noncredit ESL

Banner/Short Title

High-Intermed. Noncredit ESL

Credit Type

Noncredit

Start Term

Fall 2021

Catalog Course Description

Develops listening, speaking, reading, writing, grammar, vocabulary, study and computer skills relevant to school, work, and personal life for the high-intermediate student with a foundation and experience in English speaking, reading, and writing. Emphasizes more advanced communication, progressive tenses and modal verbs, and basic academic vocabulary.

Taxonomy of Programs (TOP) Code (CB03)

4930.87 - English as a Second Language-Integrated2

Course Credit Status (CB04)

N (Noncredit)

Course Transfer Status (CB05) (select one only)

C (Not transferable)

Course Basic Skills Status (CB08)

B - The Course is a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

K - Other Noncredit Enhanced Funding

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

B - Two levels below transfer

Course Noncredit Category (CB22)

A - English as a Second Language (ESL)

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Special Characteristics Code Descriptor

BI - Bilingual Instruction (a system of instruction that builds upon the language skills of a student whose primary language is not English or derived from English)

Field trips

Will not be required

Grading method

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

Yes

Number of times a student may enroll in this course

Unlimited

Units and Hours

Carnegie Unit Override

No

Total in-Class (full semester or term)

Total Minimum Contact/In-Class Hours (for full semester or term; not weekly)

61.25

Total Maximum Contact/In-Class Hours (for full semester or term; not weekly)

70

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

61.25

Total Maximum Student Learning Hours

70

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | respond to oral presentations with relevant questions or answers. |
| 2 | write a unified paragraph using a topic sentence and correct grammar and sentence structure. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | hold conversations with instructor and classmates on topics related to work and school. (listening, speaking, pronunciation, speaking) |
| 2 | read paragraphs and short articles or essays. (reading) |
| 3 | comprehend and produce, both orally and in writing, simple, compound, and complex sentences using progressive, perfect, and modal verbs. (grammar and sentence structure) |
| 4 | write simple, compound, and complex sentences using progressive and modal verbs; write unified paragraphs using topic sentences and correct grammar and relevant illustrative detail. (writing) |
| 5 | recognize roots, prefixes, and suffixes to understand unfamiliar words in context; recognize and use basic academic vocabulary. (vocabulary) |
| 6 | complete simplified education plan; practice resilience techniques and test-taking strategies. (study skills) |
| 7 | use a word-processing program for assignments; use the Internet for work- and school-related websites; do basic research on topics of interest. (computer skills) |

Course Content**Lecture/Course Content****(20%) Listening comprehension**

- Listen and distinguish between past and future events
- Understand a conversation with three speakers
- Distinguish between habits (present simple) and continuous actions (present progressive)
- Understand phrases and words used to give advice
- Understand the main idea of a conversation

(5%) Computer skills

- Do basic research on assigned topics
- Locate words in an online dictionary
- Use word processing software to write one or more paragraphs
- Respond appropriately to an informal email

(5%) Study skills

- Make a simple study plan
- Learn test-taking strategies: ask clarifying questions, read instructions, and review answers
- Use flashcards to study vocabulary words

(10%) Vocabulary

- Locate parts of a word: prefix, root, and suffix
- Use parts of a word to guess definitions
- Understand and use basic academic vocabulary
- Understand and use phrasal verbs in informal conversations

(10%) Writing

- Write an expository paragraph discussing life goals and steps to reach them
- Use adjectives to add specific details
- Write supporting details for a paragraph on an assigned topic
- Complete a chart
- Complete a graphic organizer

(15%) Grammar and sentence structure

- Use gerunds after certain verbs
- Write sentences with present perfect
- Use subordinating conjunctions to write complex sentences: *because, if, when, while, after, and before*
- Make comparisons using *more than, less than, and as much as*

- Use *too* and *enough* correctly
- Use infinitives after certain verbs

(15%) Reading

- Predict content from titles and pictures
- Identify main idea, facts, and examples
- Identify parts of word families
- Locate examples that support statements

(20%) Speaking, pronunciation

- Pronounce voiced and voiceless *th* sounds
- Stress content words in sentences
- Ask about people's life plans
- Discuss community events
- Ask about study problems and strategies
- Asking about past and present health habits
- Use strategies to maintain conversations (e.g. repetition, follow-up questions, etc.)
- Ask follow-up and clarifying questions after presentations or conversations

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
Objective exams
Oral presentations
Participation
Quizzes
Reports/Papers/Journals
Skills demonstrations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Class activities
Class discussions
Distance Education
Instructor-guided use of technology
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

- Explain and demonstrate rules for using grammar and vocabulary
- Provide written models for writing assignments
- One-on-one discussions and corrections of linguistic errors
- Feedback on written work

Representative Course Assignments

Writing Assignments

- Homework in the textbook or handouts.
- Short paragraphs using topic sentences and illustrative detail, and incorporating basic academic vocabulary.

Critical Thinking Assignments

- Recognizing roots, prefixes, and suffixes to understand unfamiliar words in context.
- Articulating ethical considerations of work and school.
- Identifying and evaluating main ideas in readings.

Reading Assignments

- Skim through internet search results to locate appropriate articles and websites for research
- Read and understand a community newsletter
- Read and understand parts of a negative or positive review
- Read a formal email and respond appropriately
- Read a two-paragraph article and answer multiple-choice comprehension questions
- Read a job advertisement and locate skill requirements

Skills Demonstrations

- Write organized paragraphs on assigned topics
- Type MLA-formatted paragraph on word processing software
- Complete weekly or bi-weekly assessments on grammar, reading, writing, and listening skills
- Participate in short conversations with classmates
- Visit places on campus and ask simple wh-questions
- Complete short presentations in class on assigned topics

Outside Assignments**Representative Outside Assignments**

- Prepare oral presentation on a work- or school-related topic
- Watch videos on topics related to class assignments.
- Complete readings and exercises in the textbook and identify roots, prefixes, and suffixes.

Textbooks and Lab Manuals**Resource Type**

Textbook

Description

Santamaria, Jenni Currie, and Jayme Adelson-Goldstein. *Step Forward; Introductory Student Book: Standards-based Language Learning for Work and Academic Readiness*. 2nd ed., Oxford UP, 2017.

Resource Type

Textbook

Description

Bitterlin, Gretchen, et al. *Ventures; Transitions. Level 5*. 2nd ed., Cambridge UP, 2018.

Resource Type

Textbook

Description

Azar, Betty, and Stacy A. Hagen. *Fundamentals of English Grammar*. 5th ed., Pearson, 2019.

Resource Type

Textbook

Description

Richards, Jack. *Interchange; Intro, A Student's Book with Online Self-Study*. 5th ed., Cambridge UP, 2017.

Resource Type

Textbook

Description

Adelson-Goldstein, Jayme, and Norma Shapiro. *Oxford Picture Dictionary*. 3rd ed., Oxford UP, 2016.

Library Resources**Assignments requiring library resources**

Use of computers in the Library/Learning Resources building's Open Access Computer Lab; Internet access.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Utilize library collection to access books about English language topics such as vocabulary, pronunciation, listening, speaking, reading, writing & grammar.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Post student writing in an online workshop. Students critique the writing.
E-mail	Individual interaction between instructor and student.
Other DE (e.g., recorded lectures)	Recorded lectures on the elements of grammar, writing, reading and listening.
Synchronous Dialog (e.g., online chat)	Instant messaging.
Video Conferencing	Instructor will hold regularly-scheduled online office hours.

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Synchronous Dialog (e.g., online chat) Video Conferencing	Instant messaging. Instructor will hold regularly-scheduled online office hours.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board) E-mail Other DE (e.g., recorded lectures)	Post student writing in an online workshop. Students critique the writing. Individual interaction between instructor and student. Recorded lectures on the elements of grammar, writing, reading and listening.
Synchronous Dialog (e.g., online chat) Video Conferencing	Instant messaging. Instructor will hold regularly-scheduled online office hours.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ESL

Review and Approval Dates

Department Chair

9/26/2020

Dean

10/1/2020

Technical Review

10/15/2020

Curriculum Committee

10/20/2020

DTRW-I

12/10/2020

Curriculum Committee

MM/DD/YYYY

Board

01/19/2021

CCCCO

02/09/2021

Control Number

CCC000622654

DOE/accreditation approval date

MM/DD/YYYY