



**COURSE OUTLINE : ESL 45**

**N Non-Credit**

**COURSE ID 010400**

**NOVEMBER 2020**

**COURSE DISCIPLINE :** ESL

**COURSE NUMBER :** 45

**COURSE TITLE (FULL) :** English as a Second Language for Work Level 4

**COURSE TITLE (SHORT) :** ESL Work Level 4

**CATALOG DESCRIPTION**

ESL 45 is designed for students at the high-intermediate level of English acquisition. This course provides instruction in workplace reading and writing, grammar, verbal communication skills, comprehension of spoken English, and development of soft skills (interpersonal skills) for a vocational context. Additionally, the course emphasizes culturally-appropriate, effective communication in a variety of workplace situations. Lecture 160-224 hours.

Total Lecture Units: 0.00

Total Laboratory Units: 0.00

**Total Course Units: 0.00**

Total Lecture Hours: 160.00-224.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Student Contact Hours: 160.00-224.00**

**Total Faculty Contact Hours: 160.00-224.00**

Recommended Preparation: Placement is based upon performance on a division placement assessment, completion of ESL 30, or equivalent.



**ENTRY STANDARDS**

	Subject	Number	Title	Description	Include
1	ESL	35	English as a Second Language for Work Level 3	Demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations sufficient to pass unit tests and the divisional grammar master test for this level	Yes
2	ESL	35	English as a Second Language for Work Level 3	Write a cohesive paragraph with a clear topic sentence, supporting ideas, and mechanical accuracy	Yes
3	ESL	35	English as a Second Language for Work Level 3	Respond to questions about about recorded and live speeches, dialogues, videos, role plays, and lectures	Yes
4	ESL	35	English as a Second Language for Work Level 3	Read, interpret, or fill out a variety of workplace documents or passages up to 2,500 word length	Yes
5	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	Write paragraphs at the low-intermediate level with sufficient unity;	Yes
6	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	develop coherence and mechanical accuracy;	Yes
7	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level;	Yes
8	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	converse at a functional level adequate for everyday use on the campus and in the community;	Yes
9	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	respond to questions about recorded and live speeches, dialogues, role plays, and lectures;	Yes
10	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	decode 2,500-word reading passages,, respond to inference and recall questions, and utilize a monolingual English dictionary to advantage.	Yes



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### **EXIT STANDARDS**

- 1 Demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations
- 2 Demonstrate mastery of grammatical structures at a level sufficient to pass unit tests and division grammar mastery test for this level
- 3 Write a multi-paragraph cover letter or work-related composition that contains an introductory paragraph, body paragraphs, and a conclusion
- 4 Demonstrate comprehension of the majority of face-to-face speech, recorded and live dialogues, and lectures, although some repetition may be required
- 5 Read and interpret a variety of authentic workplace documents that may include readings up to 3,000- reading passages, make inferences, and summarize information

### **STUDENT LEARNING OUTCOMES**

- 1 Communicate effectively using level 4 grammar structures in a range of workplaces situations
- 2 Use level-4 appropriate grammar and vocabulary to complete a job portfolio
- 3 Respond appropriately to personal, educational, job-specific, and situational interview questions in a mock job interview;
- 4 Write a multi-paragraph cover letter or essay describing skills and experience using level-appropriate grammar and vocabulary and using proper mechanics.

### **COURSE CONTENT WITH INSTRUCTIONAL HOURS**



	Description	Lecture	Lab	Total Hours
1	Grammar (37-52 hours)  Sentence Structure - Word Order  <ul style="list-style-type: none"> <li>• Affirmative</li> <li>• Negative</li> <li>• Interrogative</li> </ul> Sentence Elements  <ul style="list-style-type: none"> <li>• Gerunds               <ul style="list-style-type: none"> <li>◦ As Subject (<i>Using a computer is a required skill.</i>)</li> <li>◦ As Object of Preposition (<i>They talked about applying . . .</i>)</li> </ul> </li> <li>• Infinitives               <ul style="list-style-type: none"> <li>◦ Placement of Object (<i>I want to work vs. I want him to work.</i>)</li> <li>◦ After Adjectives (<i>It's dangerous to operate a forklift.</i>)</li> <li>◦ Of Purpose (<i>He returned to receive more training.</i>)</li> <li>◦ As Subject (<i>To work..</i>)</li> </ul> </li> <li>• Verb Tenses and Modes               <ul style="list-style-type: none"> <li>◦ Past Perfect</li> <li>◦ Past Perfect Continuous</li> <li>◦ Tenses in Active and Passive Voice</li> <li>◦ Modal Auxiliaries to Show Past Possibility, Probability, and Past Direction not taken: <i>could have gone, should have asked, could have been taken etc.</i></li> <li>◦ Verbs Followed by Gerunds (<i>delay, recall, etc.</i>)</li> <li>◦ Verbs Followed by Infinitives (<i>arrange, seem, etc.</i>)</li> <li>◦ Causative Verbs: <i>let, make, have, get</i></li> <li>◦ Phrasal Verbs (Transitive/Intransitive, Separable/Inseparable, Three-Word Phrasal Verbs)</li> </ul> </li> <li>• Adjective Clauses               <ul style="list-style-type: none"> <li>◦ Introduced by Relative Pronouns (who/which/that as subject and object)</li> <li>◦ Punctuation (restrictive/non-restrictive) with</li> </ul> </li> </ul>	52	0	52



	<ul style="list-style-type: none"> <li>who/which/that               <ul style="list-style-type: none"> <li>◦ Omitted Relative Pronouns.</li> </ul> </li> <li>• Passive voice               <ul style="list-style-type: none"> <li>◦ Performer vs. No Performer</li> <li>◦ Direct Object (as passive subject) vs Indirect Object (as passive subject) (<i>The company gave Maria a promotion. Maria was given a promotion. A promotion was given to Maria.</i>)</li> </ul> </li> <li>• Modals: Present Tense (<i>should be done, must be obeyed, etc.</i>)</li> <li>• Participial Adjectives (-ed, -ing adjectives)</li> <li>• Past Passive Modals (<i>I should have researched the company before the interview.</i>)</li> <li>• Stative (Non-progressive) Passive Verbs</li> <li>• Passive with Get + Adjective</li> </ul>			
2	<p>Listening Comprehension (15-21 hours)</p> <ul style="list-style-type: none"> <li>• Reductions in Natural Rapid Speech</li> <li>• Inference</li> <li>• Cloze Exercises</li> <li>• Situational Dialogs</li> <li>• Note-taking Skills</li> </ul>	21	0	21
3	<p>Speaking (30-42 hours)</p> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>• Identification and Production of Sounds and Intonation patterns Contained in Dialogues or Other Spoken Material</li> <li>• Word and Sentence Stress</li> <li>• Reductions in Rapid Speech</li> </ul> <p>Oral Communication</p> <ul style="list-style-type: none"> <li>• Informal Pair, Group, and Whole Class Practice</li> <li>• Dialogues, Presentations, and Communicative Tasks (e.g. asking questions to obtain information.)</li> <li>• Idioms and Expressions</li> </ul>	42	0	42



4	<p>Reading (28-39 hours)</p> <p>Vocabulary Building</p> <ul style="list-style-type: none"> <li>• Word Families: prefixes, suffixes, parts of speech</li> <li>• Adjectives to Describe Personal Strengths</li> <li>• Synonyms and Antonyms</li> <li>• Use of Learners' Dictionaries or Electronic Devices</li> <li>• Idioms, Slang, and Common Workplace Expressions</li> </ul> <p>General Reading</p> <ul style="list-style-type: none"> <li>• Pre-, During, and Post-reading Strategies</li> <li>• Reading and Interpreting Charts, Graphs, Manuals</li> <li>• Subject Matter: Authentic Workplace Documents and Relevant Articles</li> <li>• Length: Moderate Length Articles and Documents</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Facts, Main Idea, Inference, Prediction, Paraphrase, Summary, and Conclusions</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> </ul>	39	0	39
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5	<p>Writing (30-42 hours)</p> <p>Mechanics of Writing: Capitalization, Punctuation, Formatting</p> <p>Paragraph and Essay Writing and Rewriting</p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Essay Structure</li> <li>• Organization</li> <li>• Stylistic Variation</li> <li>• Idea Development</li> </ul> <p>Genre</p> <ul style="list-style-type: none"> <li>• Cover Letter</li> <li>• Job Application</li> <li>• Email (formal and informal)</li> <li>• Resume</li> </ul>	42	0	42
6	<p>Workplace Skills (20-28 hours)</p> <ul style="list-style-type: none"> <li>• Workplace Cultural Norms</li> <li>• Small Talk</li> <li>• Body Language</li> <li>• Cross-Cultural Awareness</li> <li>• Soft Skills and Hard Skills</li> <li>• Problem-solving and Team-building Exercises</li> </ul>	28	0	28
				<b>224</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 Textbook grammar exercises (e.g. Sal was laid off \_\_\_\_\_ his frequent tardiness (because of).
- 2 Write multi-paragraph essays or work-related writing assignments
- 3 Respond to speaking prompts to practice conversational fluency
- 4 Complete workplace documents ( e.g. cover letter)
- 5 Prepare for a mock job interview (e.g. rehearse common questions)
- 6 Create a job portfolio containing multiple drafts of an email cover letter, resume, application, and follow-up email
- 7 Read excerpts of fiction and non-fiction sources



**METHODS OF EVALUATION**

- 1 Quizzes and unit tests
- 2 Involvement in group projects
- 3 Job portfolio
- 4 Mock job interview
- 5 Conversations with instructor to assess listening comprehension and speaking ability
- 6 Exit examination

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Project Success 4	Required	Pearson	1		Susan Gaer	978-0-13-294242-3	2014
Understanding & Using English Grammar	Required	Pearson	5		Betty S. Azar	978-0134275239	2017
Venture Transitions	Required	Cambridge University Press	3		Gretchin Bitterlin	9781108628990	2018
Burlington English	Required	Burlington	1	Online Software Program			2018