### Course Outline of Record

**Number:** ESL G031  
**Title:** ESL Core Course, Level 3

**Originator:** Nancy Boyer  
**Eff Term:** Fall 2018

**Formerly Known As:**

**Cross Listed Course:**

**Semester Units:** 5.0  
**Hrs Lec:** 72.0  
**Hrs Lab:** 36.0  
**Hrs Other:** 0.0  
**Contact Hrs Total:** 108.0  
**Study Non-Contact Hrs Recommended:** 144.0

**Catalog Description:**

This course is the third grammar-writing course in a series of seven levels. While the focus is grammar-writing, this core class is a low intermediate ESL core course in English reading, writing, speaking, listening, and grammar. In the course, students will focus on mastery of simple and progressive verb tenses, simple passive voice, indirect object patterns, modals, idiomatic expressions, and simple subordination. At the completion of the course, students will be able to use simple time and space orders in sentences and paragraphs and use correct word order in conversation.

**Justification for Course:**

**Prerequisites:**
- ESL G021N: ESL Core Course, Level 2
- ESL G023N: ESL Listening/Speaking, Level 2
- GWC ESL Placement Level of 20 or higher.

**Corequisites:**

**Advisories:**
- ESL G032: ESL Reading/Writing, Level 3

**Assigned Disciplines:**

**Material Fee:** Yes [ ] No [X] Amount: $0.00

**Credit Status:** Noncredit [ ] Credit - Degree Applicable [ ] Credit - Not Degree Applicable [X]

**Grading Policy:** Pass/No Pass [X] Standard Letter [ ] Not Graded [ ] Satisfactory Progress [ ]

**Open Entry/Open Exit:** Yes [ ] No [X]

**Transfer Status:** CSU Transferable[ ] UC/CSU Transferable[ ] Not Transferable[X]

**Basic Skills Status:** Yes [X] No [ ]

**Levels Below Transfer:**

**California Classification Codes:** Y - Not Applicable

**Non Credit Course Category:** Y - Not applicable, Credit Course

**Occupational (SAM) Code:** E

**Repeatable According to State Guidelines:** No [X] Yes [ ]

**Number Repeats:**

**Required for Degree or Certificate:** No [X] Yes [ ]

**GE and Transfer Requirements Met:**
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Generate a short story about a series of pictures demonstrating fair to good control of simple present and past as well as present progressive verb tenses.
2. Use capital letters and sentence ending punctuation 80% of the time.
3. Correctly identify the sequence of events in a level-appropriate text.

COURSE OBJECTIVES:

1. Demonstrate fair to good use of 031 verb tenses to logically sequence events in a level-appropriate writing.
2. Demonstrate fair to good understanding of a level-appropriate reading including recognition of main ideas and supporting details, simple inferences, and context clues in a level-appropriate reading.
3. Demonstrate fair to good control of basic adverb clauses.
4. Recognize differences between different noun forms including count / non-count, and singular / plural.
5. Demonstrate fair to good use and recognition of the difference between independent and dependent clauses in writing and reading.

COURSE CONTENT:

LECTURE CONTENT:

A. Grammar and Syntax
   1. Review of verb tenses: simple present, past, and future and present progressive; simple time clauses and go idioms
   2. Introduce the more complex time clauses and modals; the polite would; articles with non-count and count nouns

B. Writing
   1. Review sentence-writing skills introduced in 011, 021, and 031; narrative and descriptive writing in personal pieces
   2. Introduce narrative and descriptive writing in summary

C. Reading
   1. Review of
      a. grammatical patterns taught in 031
      b. signals of narrative sequence
      c. context clues
   2. Introduce
      a. poems, short stories, and newspaper articles about the topics emphasized in 031 and about areas of practical need
      b. the use of pictures to understand necessary extra-linguistic background

D. Speaking
   1. Review
      a. asking and answering questions about class work and readings
      b. dialogues using modals; question forms
      c. skills of polite conversation
      d. giving directions
      e. pronunciation of often-confused simple words and inflected endings
   2. Introduce
      a. summary skills
      b. making simple inferences about content and cultural clues

E. Listening
   1. Review
      a. appropriate response to instructions, requests, commands, and questions
      b. word stress, pitch, and pauses
c. group work and dialogues

2. Introduce inferential skills used in listening to television; use of context clues and extra-linguistic background

F. Cultural Understanding

1. Review extra-linguistic cues, vocabulary, and concepts introduced in 011 and 021

1. Introduce vocabulary and concepts in the topics emphasized in 031

LABORATORY CONTENT:

Conversation Activities - telling & listening to narration

Singing songs

Role plays, acting scenes in plays, readers' theater

Show and tell

Pronunciation practice - minimal pairs, e.g., (p / f / b)

Conversations, group discussions, problem solving discussions

Jazz Chants

Surveying students in class

Using cassettes for self-taping; class taping

Reading silently and aloud

Previewing

METHODS OF INSTRUCTION:

A. Lecture:
B. Lab:
C. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Textbooks (daily)
Newspapers (headlines, weather)
Short magazine articles
Stories
Poems
Charts, maps
Menus
Advertisements

Out-of-class Assignments

Choral repetition
Writing Assignments

Dictation
Personal letters
Free writing
Sentence exercises, repeating patterns, combining into longer sentences
Short pieces of narration, description, response, summary
Drawing maps showing comprehension of spoken directions
Journal writing--personal, dialogue, and chain
Drill in recognition of grammatical forms; imitating patterns/structures
Questionnaires
Describing pictures--orally and in writing
Responding to TV, film, video tapes--orally and in writing
Singing songs, show and tell, role playing, and acting scenes of plays
Conversations and discussions
Pronunciation drills--minimal pairs, final consonants, inflections, declensions, stress and intonation drills
Jazz chants
Reciting poems
Interviewing peers
Body language analysis
Dictionary use

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:
Library use and simple search techniques
Summarizing

Cloze practice
Games--puzzles, board games, enactment, jigsaw reading and writing, Scrabble, jumbles, word search
Predicting Skimming Drawing simple inferences from listening and reading
Analysis of reading, writing, video tapes, film, television
Functional dialogues Writing in specified forms--narration, description, summary
Using time lines Analysis of grammar/syntax, word forms, structures Editing

Group writing Sentence combining

Chain narratives

**Required Writing, Problem Solving, Skills Demonstration:**

Dictation Personal letters

Free writing Sentence exercises, repeating patterns, combining into longer sentences

Short pieces of narration, description, response, summary

Drawing maps showing comprehension of spoken directions

Journal writing--personal, dialogue, and chain

Drill in recognition of grammatical forms;

Imitating patterns/structures Questionnaires

Describing pictures--orally and in writing

Responding to TV, film, video tapes--orally and in writing

Singing songs, show and tell, role playing, and acting scenes of plays

Conversations and discussions

Pronunciation drills--minimal pairs, final consonants, inflections, declensions, stress and intonation drills

Jazz chants

Reciting poems

Interviewing peers Using Canvas for self-taping;

Reading silently and aloud

Previewing

Dictionary use

**TEXTS, READINGS, AND RESOURCES:**
TextBooks:

LIBRARY:
Adequate library resources include:

Comments:

Attachments:

 Attached Files