

ESLNC-1: ENGLISH AS A SECOND LANGUAGE

Effective Term

Fall 2025

CC Approval

03/07/2025

AS Approval

03/13/2025

BOT Approval

03/20/2025

COCI Approval

05/22/2025

SECTION A - Course Data Elements

CB04 Credit Status

Noncredit

CB22 Noncredit Category

English as a Second Language (ESL)

Discipline

Minimum Qualifications	And/Or
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English as a Second Language (ESL): Noncredit (Specific Degree and Professional Experience)

Subject Code

ESLNC - English as a Second Language Noncredit

Course Number

1

Department

English as a Second Language Noncredit (ESLNC)

Division

Language and Developmental Studies (LADS)

Full Course Title

English as a Second Language

Short Title

ESL

CB03 TOP Code

4930.84 - English as a Second Language - Writing

CB08 Basic Skills Status

BS - Basic Skills

CB21 Prior Transfer Level

C - Three levels below transfer

CB09 SAM Code

E - Non-Occupational

Rationale

Very minimal changes have been made to this document. Some fields which were lost in the transition were filled in, and more details were added.

SECTION B - Course Description

Catalog Course Description

This course is designed for students whose primary language is not English. The emphasis will be on understanding English both in conversation and writing.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

Yes

Repeatability

Unlimited - Noncredit OR Work Experience Education

Grading Options

No Grade-Noncredit

Allow Audit

Yes

Requisites

SECTION D - Course Standards

Is this course variable hour?

Yes

Total Instructional Hours

48.00

Total Instructional Hours Maximum

64.00

Distance Education Approval

Is this course offered through Distance Education?

No

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Listening: Identify a limited range of words and phrases drawn from a familiar material.
2.	Speaking: Demonstrate the ability to engage in very limited social conversations using familiar English words and supported by gestures to express basic survival needs.
3.	Reading: Interpret simple sentences from previously learned vocabulary by recognizing and demonstrating understanding of basic vocabulary.
4.	Writing: Produce simple sentences using a limited number of basic words and phrases to complete simple forms.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Comprehend and speak English sentences to communicate and comprehend needs and preferences at a basic level.
2.	Read and write English sentences to communicate and comprehend needs and preferences at a basic level.

Course Content

- Course content is designed by the instructor.
 - Based on informal, ongoing assessment of student needs.
- Communication skills to make students more effective in the community and on the job, with an emphasis on life skills.

- Basic grammatical skills to help student communicate more effectively.
- Basic reading skills to increase vocabulary and life skills.

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Activity	Elicit a list of verbs from the students. Have students write simple sentences about their lives. Share the sentences with another student; then that student tells the class about the first student's life (practice basic verbs in the first, second and third person).
Activity	Study a handout with vocabulary for the workplace. Create and model a sample dialog with the workplace vocabulary, using questions and answers. Have the students create their own workplace dialog using the words presented in the handout.

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Class Participation	Monitor the students to check for accuracy of grammar, listening skills, and vocabulary. Notice which kinds of errors are most frequent and develop activities to allow students to work on those kinds of errors.

Assignments

Reading Assignments

1. Read a short article, written in basic English, about a topic in American culture. Practice reading skills such as skimming, scanning, noting difficult vocabulary, and finding the main idea.
2. Read a paragraph written by a classmate. Then write a series of follow up questions based on the paragraph.

Writing Assignments

1. Elicit a list of prepositions that describe location (to the left, to the right, above, below, next to, etc). The instructor draws a diagram of their living room, using all the vocabulary that was elicited. Students, in pairs, take turns describing their living room to the other student, who has to write the sentences.
At the end, students read the sentences out loud to the original student, to check for grammatical and lexical accuracy, as well as factual accuracy.
2. Students write 10 sentences about their lives (family, work, hobbies, etc). They exchange these sentences with a classmate; each student converts the sentences into questions. Then the students ask and answer each other's questions to learn more about each other's lives.

Other Assignments

To practice the present progressive tense: elicit a list of verbs; students write sentences about what their family members are doing right now. Then students write questions about that information and give the questions to a classmate. Practice asking and answering questions.

SECTION F - Textbooks and Instructional Materials

Material Type

Other required materials/supplies

Description

No required materials. Instructor usually develops materials themselves, or distributes copies of exercises taken from a range of texts.

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000322656

CB10 Cooperative Work Experience Status

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

CB11 Course Classification Status

K - Other Noncredit Enhanced Funding

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Not Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

Yes