

# ESLNC-1: ENGLISH AS A SECOND LANGUAGE

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**Effective Term**

Fall 2026

**CC Approval**

12/05/2025

**AS Approval**

12/11/2025

**BOT Approval**

12/18/2025

**COCI Approval**

03/16/2026

## 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

**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

**CIP Code**

32.0109

**CB08 Basic Skills Status**

BS - Basic Skills

**CB21 Prior Transfer Level**

C - Three levels below transfer

**CB09 SAM Code**

E - Non-Occupational

**Rationale**

Update DE

**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?**

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

**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.

### Online Adaptation

Types	Examples of learning activities
Activity	Discussion and activity as assigned.

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Discussions

### Course design is accessible

Yes

## 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.

### Outside-of-Class 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.

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## SECTION G - Diversity, Equity and Inclusivity

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

N/A

### Course Codes (Admin Only)

#### CB00 State ID

CCC000652733

#### 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