



**ESL - English as a Second Language  
Grays Harbor College  
Student Syllabus**

**Level 1-3 Monday - Thursday 11:00am -1:00pm  
Level 4-6 Monday – Thursday 9:00am – 11:00am  
Whiteside Education Center – Room 206**

**Teacher:** Jennifer Barber  
**Office:** GHC 2214  
**Phone:** 360-538-2516  
**E-mail:** jbarber@ghc.edu  
**Website:** www.ghc.edu/faculty/barber  
**Office Hours:** See schedule

**Prerequisite and Placement:**

CASAS appraisal, pre-test and/or post-test

**Course Description:**

This course is designed to develop skills and improve basic reading, writing, listening, and speaking. Instruction will include real-life applications of the concepts so that students can select and apply the knowledge, skills, and strategies of this course to independently with some effort accomplish advanced applications of the English language.

**Textbooks:**

- Side by Side Books and Workbooks
- True Stories
- Focus on Grammar
- Penguin Readers
- Word by Word dictionaries
- English and bilingual dictionaries

**Recommended Materials:**

- Pens/pencils
- Paper
- Dictionary

**Instructional Methods:**

To enhance student learning, students and faculty will utilize a combination of the following instructional methods that address all learning styles:

- Lecture and small group discussion on reading, writing, and computer skills
- Small group activities
- Individualized instruction
- Computer instruction
- Peer coaching
- Independent study

**Desirable Learning Abilities**

Literacy (4)

Critical Thinking (4)

Social and Personal Responsibility (2)

Information Use (2)

Disciplinary Learning (4)

\*Given the nature of ESL, Literacy and Disciplinary Learning are closely related in the skill areas of reading and writing.

**Learning Objectives:**

Based on Washington State Learning Standards

**Level 1***Reading (L, CT, DL)*

Adults performing at Level 1 can read and comprehend words in short, simple texts slowly and with some effort but with few errors, to independently accomplish simple, well defined, and structured reading activities in a few comfortable and familiar settings.

*Writing (L, CT, DL)*

Adults performing at Level 1 can write individual words, simple phrases and a few very simple sentences slowly and with some effort and some errors. They can independently accomplish simple, well defined, and highly structured writing activities in a few comfortable and familiar settings.

*Speaking (CT, DL)*

Adults performing at Level 1 can speak learned and rehearsed words and phrases with hesitation and some inaccuracy in a familiar setting with a familiar audience (usually face-to-face with one person). A high level of support is provided (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or nonstandard and speech may, at times, be difficult to understand even by a skilled, supportive listener.

*Listening (CT, DL)*

Adults performing at Level 1 can comprehend the gist of short, simple conversations and explanations on familiar, learned topics in face-to-face situations when tasks are highly structured and include supports, such as visual cues, pre-learning of new vocabulary and phrases, or collaborative listening. Text is considerably adjusted for listeners who require a slower rate of speech with frequent opportunities for repetition or rephrasing. For English language learners, level of ease and confidence in using English may be low, even in familiar contexts.

## **Level 2**

### *Reading*

Adults performing at Level 2 can read and comprehend words in small blocks of simple text, slowly with some repetition and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

### *Writing*

Adults performing at Level 2 can write simple sentences on familiar topics with some effort and errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.

### *Speaking (CT, DL)*

Adults performing at Level 2 can sometimes speak learned and rehearsed words, phrases, and simple sentences fluently and accurately but other times speak with hesitation and inaccuracy in a familiar setting with a familiar audience (usually face-to-face with one person). A high level of support is provided (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or nonstandard and speech may, at times, be difficult to understand even by a skilled, supportive listener.

### *Listening (CT, DL)*

Adults performing at Level 2 can comprehend the gist of simple conversations and explanations on familiar topics in face-to-face situations when tasks are highly structured and include supports, such as visual cues, pre-learning of new vocabulary and phrases, or collaborative listening. Text is considerably adjusted for listeners who usually require a slower rate of speech with frequent opportunities for repetition or rephrasing. For English language learners, level of ease and confidence in using English may be low, even in familiar contexts.

## **Level 3**

### *Reading (CT, DL)*

Adults performing at Level 3 can read and comprehend words in small blocks of simple text, slowly but easily and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

### *Writing (L, CT, DL)*

Adults performing at Level 3 can write several simple sentences on familiar topics with some effort and errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.

### *Speaking (CT, DL)*

Adults performing at Level 3 can speak mostly short utterances (sometimes inaccurate, incomplete sentences and sometimes fluent and accurate sentences that may be expansions of learned materials and stock phrases) in familiar settings with a familiar audience (usually face-to-face with one person) when provided with a high level of support (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or non-standard and speech may be difficult to understand even by a skilled, supportive listener.

Last Updated 2009

### *Listening (CT, DL)*

Adults performing at Level 3 can listen for structured and well-defined purposes related to maintaining personal conversations, acquiring information, or completing basic transactions, either face-to-face or in a brief telephone conversation when language is somewhat simplified and frequent opportunities for repetition, rewording and clarification are provided. For English language learners, level of ease using English is growing but varies depending on the level of familiarity with the audience and purpose and the stressfulness of the context.

## **Level 4**

### *Reading (L, CT, DL)*

Adults performing at Level 4 can quickly and accurately read and comprehend words and word groups in multiple pages of simple text to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

### *Writing (L, CT, DL)*

Adults performing at Level 4 can write short, structured paragraphs on familiar topics with some effort but with few errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.

### *Speaking (CT, DL)*

Adults performing at Level 4 can speak fluently and accurately in familiar settings with one or more familiar listeners (either face-to-face or in a brief telephone conversation) when a moderately high level of support is provided (in the form of written, visual, or verbal prompts). There may be some errors in pronunciation, but with repetition, speech can usually be understood by a skilled, supportive listener.

### *Listening (CT, DL)*

Adults performing at Level 4 can listen and respond to most basic content related to personal background information, everyday transactions, and simple routine tasks but understanding the full range of details on less familiar topics may still be uneven. Limited adjustments in the text may be made. English language learners display growing comfort using English in simple interactions and social situations but may be less at ease in more complex and/or stressful contexts.

## **Level 5**

### *Reading (L, CT, DL)*

Adults performing at Level 5 can read and comprehend a variety of texts at an appropriate pace and with good comprehension to independently accomplish structured reading activities in a variety of familiar settings.

### *Writing (L, CT, DL)*

Adults performing at Level 5 can write simple narrative, informative, or expressive texts of a few short paragraphs and steps/instructions/commands with some effort but with few errors. They can

independently accomplish well-defined and structured writing activities for varied audiences (self, family, workplace, teacher) in a range of comfortable and familiar settings.

#### *Speaking (CT, DL)*

Adults performing at Level 5 can speak fluently and accurately in settings and with audiences that may not be entirely familiar when provided with some support (in the form of guided practice, listening to a model, or advance organizers). There may be occasional pronunciation, word choice, or structural errors that hinder understanding, but speech is generally understandable (with repetition) by a skilled, supportive listener.

#### *Listening (CT, DL)*

Adults performing at Level 5 can comprehend relatively unstructured conversations and presentations of moderate length and in somewhat complex and unfamiliar situations when language is not adjusted for non-native speakers; however they may be unable to fully follow all main ideas, details, cultural nuances and implied meanings. May have some difficulty following conversations between native speakers but display growing ease in communicating with native speakers.

### **Level 6**

#### *Reading (L, CT, DL)*

Adults performing at Level 6 can read and comprehend dense or multipart texts at an appropriate pace and with good comprehension to independently accomplish structured, complex reading activities in a variety of familiar and some novel settings.

#### *Writing (L, CT, DL)*

Adults performing at Level 6 can write coherent steps or a few well-constructed paragraphs easily and with few errors to independently accomplish well defined and structured writing activities for varied purposes (such as for personal expression, to inform, to persuade or to complete a task) and audiences in a range of comfortable and familiar settings.

#### *Speaking (CT, DL)*

Adults performing at Level 6 can speak fluently and accurately in most settings with familiar and unfamiliar audiences when provided with minimal support (in the form of opportunities for role plays/ practice, learner-generated practice scripts, etc.). Pronunciation does not impede understanding and speech can generally be understood by an unsupportive, unskilled listener.

#### *Listening (CT, DL)*

Adults performing at Level 6 can function independently in most social and work situations and comprehend relatively complex and unstructured conversations or presentations requiring the integration and summary of several data sources or media with limited need for guidance and repetition and with few errors. Adults at this level may have some difficulty following the coherence or thematic organization of longer connected discourse or may have difficulty understanding when time frames and tense markers are complex. They can understand most English language communication

Last Updated 2009

at normal speed and often can function successfully (with some support) in adult education classrooms (such as GED classes) with native English speakers, although they may still lack full comfort and ease conversing with native speakers.

## Assessment:

- CASAS testing
  - Student must take the CASAS evaluation every quarter.
  - Students must make measurable progress in 3 quarters in order to reenroll.
  - Students must post-test to reenroll.

ESL 1: 180-below
ESL 2: 181-190
ESL 3: 191-200
ESL 4: 201-210
ESL 5: 211-220
ESL 6: 221-235
Exit ESL: 236 or above

## Student Expectations and Classroom Policies:

To enhance student learning the ESL program has the following expectations of students:

- Attend class daily
- If you attend 50% or less for 3 quarters, you will not be able to reenroll
- You must complete a pre-test to enroll in the program
- You must complete post-tests every quarter in order to re-enroll in the program
- Be on time to class
- No children
- Complete homework and class assignments
- Participate in discussions
- Be respectful to other students and the instructor
- The instructor reserves the right to establish and maintain a classroom environment that is conducive to learning. Disruptive students will be asked to leave.
- No electronic devices (no cell phones, ipods, etc.)
- No food, drink, or gum
- If the teacher is sick or there is bad weather, the class will be cancelled. This will be posted on the door and online [www.ghc.edu](http://www.ghc.edu). You can also subscribe to GHC Alerts to be notified by text message or email <http://ghc.ctc.edu/alerts/index.html>.

## Tutoring:

Tutors are available in class and outside of class. If you would like a tutor in class, talk to the teacher. If you would like to work with a tutor outside of class, they are available in Room 207 from 1pm to 5pm.

## Disability Statement:

Any individual who has a documented disability that might interfere with his or her ability to fully participate in a course may be eligible for accommodations. Students should feel free to talk with instructors or to contact John Rajcick, Coordinator of Disability Support Services located in Room 119 (GHC) or at 360-538-4068. All information regarding disabilities will be kept confidential.

**Welcome to ESL! I look forward to working with you! If you have any questions about the class or the ESL Program, please, ask me.**

**\*\*\*Subject to Change\*\*\***