

**Hagerstown Community College Adult Education**  
**English as a Second Language Class**  
**Course Guideline**

**COURSE:**                    **ADB218 ESL Intermediate**                    **0 Credits**

**INSTRUCTOR:**                    **TEACHERS fill in this section.**

**SESSION/YEAR:**                    **FY17 TEACHERS fill in this section.**

**INSTRUCTOR CONTACT INFORMATION: TEACHERS FILL IN THIS SECTION**

**CLASS DESCRIPTION:**                    ESL Intermediate High/Low Mixed Level

This is an Intermediate level ESL course for students whose English allows them to function in most day-to-day situations, yet they may have trouble understanding more complicated situations. Students will graduate from this class having obtained the following objectives:

- **Speaking:** Learners can organize thoughts, provide information, and monitor communication in a conversation on a variety of day-to-day subjects with firm control of basic grammar, and are able to express thoughts creatively.
- **Listening:** Learners can comprehend conversations on day-to-day subjects that are supported by repeating, restating, and adjusting rate of speech, and can incorporate information from listening with prior knowledge.
- **Reading:** Learners can read narrative prose and descriptive essays if the topic or context is familiar and analyze the meaning or purpose. Learners can use appropriate reading strategies, context clues and inference skills with familiar materials.
- **Writing:** Learners can produce and edit well-developed descriptive and narrative paragraphs using basic punctuation and basic and complex grammar structures with increased difficulty.

The course prepares students to transition to Advanced ESL classes. Students are encouraged to attend the Learning Support Center (LSC) and/or the weekly Conversation Group for additional instruction and practice exercises.

**TEXTBOOK:**

Supplemental handouts and computer activities will be included in the course. The Instructor will inform the students of the textbook that will be used.

**STUDENT LEARNING OUTCOMES:**

**Listening Outcomes (Learners will be able to):**

- Interpret statements, questions and commands in a variety of familiar situations
- Follow multi-step directions to a specific location
- Follow multi-step instructions on how to do something
- Interpret information from a conversation and in a variety of contexts

- Identify key information/details in a description
- Respond to requests for clarification and elaboration
- Understand more complex structures
- Distinguish between facts and opinions in conversation
- Recognize/respond to some common idioms

### **Speaking Outcomes (Learners will be able to):**

- Produce statements, questions, and commands (i.e., interact) in less familiar contexts with some detail
- Ask and answer questions – using complete sentences when appropriate
- Give directions to a specific location
- Provide two and three step instructions with detail on how to do something
- Request information and express needs (e.g., in person or by phone)
- Express satisfaction/dissatisfaction and agreement/disagreement
- Provide simple descriptions (e.g., describe a person, place or event)
- Express opinions and provide factual information

### **Pronunciation Outcomes (the Intermediate Student can without prompt):**

- Phonemes needed to enhance comprehensibility (e.g., based on learners' needs -- /l/ vs. /r/ or /th/ vs /t/)
- Stress of multi-syllabic words
- Short and long vowel sounds (based on learners' needs)
- Schwa sound used in unstressed syllables
- Shift in meanings when using different emphases in sentence stress
- Articulating word endings
- Intonation differences for questions and sentences
- Phrasing words into “thought groups or chunks” and pausing between the phrases

### **Reading Outcomes (Learners will be able to):**

- Determine meaning of new vocabulary using context clues and decoding skills
- Read simple descriptions and narratives on authentic topics
- Follow specific written directions/instructions to perform an activity
- Skim for main idea and scan for detail in prose text and on documents
- Interpret information in an authentic paragraph or text to answer a question
- Identify main idea, supporting details and transitions in a paragraph or text
- Identify fact and opinion in a text
- Compare information presented in two or three different sources
- Make inferences from familiar texts
- Recognize common idioms
- Identify a writer's purpose

### **Writing Outcomes (Learners will be able to):**

- Take detailed messages (e.g., phone message)
- Take simple notes from authentic discourse
- Complete authentic forms (e.g., job applications, insurance documents, medical history forms, etc.)
- Draft, organize, write and edit a short paragraph using a topic sentence, supporting details and transitions
- Write short letters of request /complaint

## **Grammar Outcomes (Learners will be able to recognize and use):**

- Past habitual with “used + infinitive”
- Present perfect (contrast to other tenses and using “for, since, already, yet”)
- Past continuous (in contrast to simple past)
- Modals (e.g., ought to, had better, would rather)
- Tag questions
- Conditionals (e.g., present real, present unreal and past unreal)
- Simple adverbial clauses (e.g., before/after, if/then, because/since)
- Passive voice
- Reflexive pronouns (e.g., myself, yourself, herself)
- Common phrasal verbs and idioms (e.g., get \_\_\_\_, put \_\_\_\_, take \_\_\_\_ etc.)
- Commonly confused verbs (e.g., do/make, say/tell, etc.)

## **COURSE EXPECTATIONS:**

### **Attendance**

Students are expected to attend every class, including Fridays as applicable. In the case of absences due to emergency (illness, accident, death in the family), it is the student’s responsibility to inform the instructor. Documented time (signing in) within the Learning Support Center will contribute to eligibility hours for post-testing, and has the potential to decrease the amount of time the student will have to spend to attain his/her goal. Students who show sporadic attendance will be placed at the bottom of the waiting list for the next session.

### **Progress**

To make progress, a minimum of 9 hours of additional, independent work outside of the class is expected each week. Typical level progress occurs after 120 hours of instruction.

Students who have taken the same course level three times without making incremental progress towards the next level will be required to meet with the Intake Assessment Specialist to determine a further plan.

## **COURSE POLICIES:**

**Honor Code:** Upon admission to HCC all students sign a pledge to uphold an honor system which holds the qualities of honesty and integrity in highest regard for the duration of their educational experience.

**Services for Students with Disabilities:** Students who have a disability are encouraged to identify themselves to the Disability Support Services (DSS) office as early as possible. Reasonable accommodations based on current documentation are provided to qualified students. Contact the Disability Support Services office at 240-500-2628 or at [dss@hagerstowncc.edu](mailto:dss@hagerstowncc.edu) to request accommodations.

This course is offered free of charge as a service to the community through a grant from the US Department of Labor, Licensing, and Regulation (DLLR). CASAS testing of each student is required as a provision of the grant at the start and end of each session.