

# CSM Course Sequence for ESL Students

Arrows indicate course sequence in a particular skill area, not prerequisites

## GRAMMAR & WRITING

## LISTENING & SPEAKING

## READING & VOCABULARY

**ESL 880\***  
(3 units)

**ESL 845**  
(3 units)

**ESL 855**  
(3 units)



**ESL 826**  
(5 units)

**ESL 846**  
(3 units)

**ESL 856**  
(3 units)



**ESL 827**  
(5 units)

**ESL 847**  
(3 units)

**ESL 857**  
(3 units)



**ESL 828**  
(5 units)

**ESL 848**  
(3 units)

**SPCH 855**  
(3 units)

**READ 825** (3 units)  
Intro to College Reading



**ENGL 400**  
(5 units)

must be eligible for ENGL 100  
to go on to SPCH 100 +

**READ 830** (3 units)  
College & Career Reading  
(AA/AS Credit)



**ENGL 100/102**  
(for ESL 400 "A" or  
"B" Students) (4 units)

**ENGL 848** (4 units)  
(For ESL 400 "C"  
Students) *Non-Transferable*

**SPCH 100/111/112/  
120/140/150/180/  
690/860** (3 units)

**READ 400** (3 units)  
Acad. Textbook Reading  
(Transfer Credit)

**READ 405** (3 units)  
College Analytical  
Reading (Transfer Credit)

OR

**ENGL 100** (3 units)  
(for ESL 400 "A"  
students)

**READ 415** (3 units)  
Reading Across the  
Disciplines (Transfer Credit)

Level 1

Level 2

Level 3

Level 4

Level 5  
Transfer Level

Transfer  
Level

\*New Course starting Fall 2010: ESL 880: Basic Grammar (replaces 5-unit ESL 825: Writing I)

# ADDITIONAL COURSES FOR ESL STUDENTS

The courses listed below in **boldface type** (ESL 898, ESL 891, READ 807) are traditional courses that meet in regular classrooms. All other courses listed below are lab courses, most of which meet in the *Reading/ESL Center* (Location: 18-101; Phone: 574-6437). Courses may not be offered every semester; please check the Schedule of Classes. For more information about course offerings, see: <http://collegeofsanmateo.edu/esl/>

## GRAMMAR AND WRITING

- **ESL 898: Comprehensive Grammar Review for Non-Native Speakers**  
(Levels 3, 4, & 5)
- ESL 850: Writing Workshop (*lab course* for all ESL levels)

## LISTENING AND SPEAKING

- ESL 849: Conversation Workshop (*lab course* for Levels 1 through college/transfer-level)
- **ESL 891: Accent Reduction for Non-Native Speakers** (Levels 3, 4 & 5)

## READING AND VOCABULARY

### **NON-NATIVE SPEAKERS ONLY**

- ESL 895: Individualized Reading Improvement for Non-Native Speakers  
(*lab course* for Levels 1, 2 & 3)
- ESL 896: Essential Vocabulary for Non-Native Speakers of English  
(*lab course* -- Level 1 words)
- ESL 897: Vocabulary for Non-Native Speakers of English (*lab course* -- Level 2 words)
- **READ 807: Basic Phonic Skills for Non-Native Speakers**  
(Levels 1 through college/transfer-level)

### **NATIVE and NON- SPEAKERS OF ENGLISH – Lab Courses**

- READ 412: College-Level Individualized Reading Improvement (college/transfer-level)
- READ 454-455: College-Level Vocabulary Improvement (college/transfer-level)
- READ 812 Individualized Reading Improvement (Levels 4 through college/transfer-level)
- READ 814: Basic Spelling Mastery (Levels 3 through college/transfer-level)
- READ 815: Advanced Spelling Mastery (Levels 3 through college/transfer-level)
- READ 852-853: Vocabulary Improvement I & II (Levels 3, 4 & 5)

## **CONTACT TEACHERS**

Grammar and Writing	Frances Schulze	574-6685
	Andres Gonzales	574-6336
	Brandon Smith	574-6342
Listening and Speaking	Amy Sobel	574-6696
	Kristi Ridgway	574-6686
Reading and Vocabulary	Nancy Paolini	574-6611
	Carole Wills	574-6612

**To : CSM Counselors/Advisors**  
**From: The ESL Department**  
**Re: Some Guidelines & Questions to Screen ESL Students**

**Guidelines:**

1. If English **is not** the student's first/native language, we highly recommend that he/she take the ESL placement test.
2. If an ESL student has not taken the ESL placement test and needs your advice, we suggest the following questions and recommendations.

**Questions & Recommendations:**

1. **Is English your first or native language? (If the answer is "No", ask...)** How much time do you spend reading, writing, or speaking English when not in school?  
(If less than 75%, take ESL courses/ placement test.)
2. **How many years have you lived in the United States?**  
(If fewer than 5 years, take ESL courses/ placement test.)
3. **How many years of English classes did you have before coming to CSM?**  
(If fewer than 5 years, take ESL courses/ placement test.)
4. **How many years did you attend high school in the United States?**  
(If fewer than 4 years, take ESL courses/ placement test.)

For more information, please contact Andres Gonzales, x6336, Nancy Paolini, x6611, Frances Schulze, x6685, Amy Sobel, x6696, Kristi Ridgway, X6686, or Brandon Smith, X6342.

Rev. S'09fs

## **Please read the following about ESL and English courses at CSM**

### **ESL courses**

- CSM's ESL faculty are trained specialists, experienced in helping non-native students gain fluency in English, including students who have gone to high school in the U.S. and lived here for many years.
- You will be placed in a transferable English 100 course when you have completed ESL 400.
- ESL courses cover grammatical issues that non-native speakers should be familiar with before attempting to take English 100.
- Students who take ESL classes have a high success rate when transferring to English 100.
- You may be able to graduate in less time by taking ESL classes.
- You may take a challenge test if you believe that ESL courses are not appropriate for you.

### **English courses for native speakers**

- You will be placed in a non-transferable developmental writing course if you do not do well on the test.
- Students who do not pass English courses spend more time fulfilling GE requirements.
- Doing poorly in English can affect your scholarship status as well as your ability to transfer to CSU or UC schools.
- Developmental English does not help non-native English speakers gain fluency in English.

## LEARNING A SECOND LANGUAGE FACT SHEET

Learning a second (or third) language is a long and difficult process that is often misunderstood.

There are many misconceptions about learning English as a second language.

### **It is NOT TRUE that:**

- children and older students learn English the same way.
- college-age students and adults need only a couple of classes to become proficient at English.
- college-age students and adults can figure out English grammar or vocabulary all by themselves.
- college-age students and adults can “get by” with a minimal English vocabulary.
- a good English speaker is necessarily a good writer.
- anyone who speaks English can teach English to ESL students.

### **FACTS:**

1. Children learn their first language intuitively. They are like fresh sponges that soak up whatever language they are exposed to. Babies and toddlers do not analyze their first language; they merely absorb it.

On the other hand, most adults need formal instruction in order to become proficient in a second language.

2. It takes 5-7 years for children to learn the grammar of their native language; it takes an additional 5-7 years (10-14 years total) for children to master the complexities and subtleties of grammar and to gain adult vocabulary. In the United States' educational system, 13 years are allocated for this purpose (kindergarten through 12<sup>th</sup> grade). Additional vocabulary learning continues throughout college and afterwards.

**While adults can learn many things faster than children, it takes 5-7 years for ESL students to achieve college-level proficiency in English.**

The English as a Second language program at College of San Mateo covers 5 levels. If a student starts at the first level and takes ESL courses each semester, following the course sequence, that student will complete the ESL sequence in approximately 3 years, which is actually less than HALF the time required for the average adult to become proficient in *college-level* English.

3. English grammar and vocabulary can be very puzzling to ESL students. Often, English learners misunderstand words and sentences in ways that would never occur to native English speakers.

4. English has a **HUGE** vocabulary. The Oxford English Dictionary, 2<sup>nd</sup> edition, contains over 600,000 words. College-educated people, it is estimated, know about 100,000 words. ESL students need time and assistance in learning English vocabulary.
5. Speaking English well does not mean that the speaker can also read and/or write well. Reading and writing are separate skills that need to be learned and developed.
6. Teaching English as a Second language requires special training in linguistics, language acquisition, phonology, grammar and language teaching methodology. ESL teachers at College of San Mateo must have a masters' degree or equivalent in the field of ESL.

Specifically at College of San Mateo, students who have taken ESL 400, the writing course one level below English 100, have a higher probability of succeeding in English 100 than do students who have taken ENGL 848, the native speaker writing course one level below English 100, according to research recently done by the CSM research office.

***Non-native Speakers of English:  
Taking ESL courses helps you succeed!***

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- Baron, N.S. (1992). *Growing Up with Language: How Children Learn to Talk*. Reading, MA: Addison-Wesley.
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- Gass, S. M., & Selinker, L. (2001). *Second Language Acquisition* (2<sup>nd</sup> ed.). Mahway, NJ: Lawrence Erlbaum.
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## FAST FACTS ABOUT ESL AT CSM

A. Though only a small portion of the student body, **ESL students** are highly represented among CSM's **Transfer Students** and **Degree/Certificate Earners**:

	CSM overall	ESL
Transfer Rate	19.3%	<b>8.3%</b>
Degree/Certificate Awarded Rate	27.1%	<b>9.3%</b>
Student population	100%	3%

*(Source: DIAG Narrative rev. 4/09; PRIE 4/10)*

B. **ESL students** are **inextricably part of the transfer and degree/certificate mission** of CSM. ESL students at all levels are **represented across the curriculum**, concurrently taking 100-level courses along with their ESL coursework. For example, students in ESL Writing classes (~1/3 of ESL students) take 100-level courses in the following departments:

Top 20 Concurrent Course Enrollments: ESL Writing + 100-level/transfer courses in ...	
<b>Accounting</b>	<b>Math</b>
<b>CRER</b>	<b>Music</b>
<b>Business</b>	<b>Psychology</b>
<b>Reading</b>	<b>Speech</b>
<b>Fitness</b>	<b>Economics</b>
<b>Health Science</b>	<b>Biology</b>
<b>Ethnic Studies</b>	

*(Source: Basic Skills Concurrent Enrollment: Fall 04-Fall 08; PRIE 2/09)*

C. CSM's overall college **success rate** is **70%**; **ESL students** moving from the ESL sequence into ENG coursework **do much better** than even their native-speaking English "counterparts:"

Successful Completion of ...	ESL 400 students	ENG 848 students
ENG 100	<b>74%</b>	63.5%

*Numbers are an average from Fall 2000- Summer 2009 (Source: PRIE 4/10)*

D. CSM's **ESL students** are **high-performing**. They **exceed the state average** on performance indicators for **Course Improvement** as well as the rates for Basic Skills students as a whole for Course Improvement both statewide and at CSM:

Course Improvement	ESL students	Basic Skills students
CSM Rate	<b>58.7%</b>	52.4%
State Average	50.1%	53.2%

*Figures reflect 2006-07 to 2008-09 (Sources: CSM ARCC Fast Facts Sheet 2010; PRIE 4/10)*

# What other courses help ESL Writing students?

*Writing*  
Level 3 or 4

**ESL 827**  
*or*  
**ESL 828**

**+**

*Reading*  
Level 3 or 4

**ESL 857**  
*or*  
**READ 825**

**+**

CRER 122:

**Study Skills**

*and/or*

CRER 121:

**Student Success**

*and/or*

BUS 315/316:

**Keyboarding**

*Writing*  
Level 5

**ESL 400**

**+**

*Reading*  
Level 5

**READ 830**  
*or*  
**READ 812**

**+**

LIBR 100:

**Library Research**

*and/or*

CRER 104:

**Transfer Essentials**

*and/or*

CRER 120:

**College & Career Success**

5 units

½ - 3 units

We recommend you take all three skills together: **ESL Conversation, Writing and Reading**.  
If you have room in your schedule, consider also one of the "other" courses listed above, right.

For proper ESL course placement, go to **Bldg. 1, Room 130** and take the **ESL Placement Test**.

# What other courses help ESL Conversation students?

*Speaking*  
Level 3

**ESL 847**

**+**

*Reading*  
Level 3 or 4

**ESL 857**  
*or*  
**READ 825**

**+**

CRER 122:  
**Study Skills**  
*and/or*  
CRER 121:  
**Student Success**  
*and/or*  
A class in:  
**Art, Fitness and/or Music**

*Speaking*  
Level 4

**ESL 848**  
*or*  
**SPCH 855**  
*(only in the FALL)*

**+**

*Reading*  
Level 4 or 5

**READ 825**  
*or*  
**READ 830**

**+**

CRER 126/127:  
**Job Search**  
*and/or*  
CRER 104:  
**Transfer Essentials**  
*and/or*  
CRER 120:  
**College & Career Success**

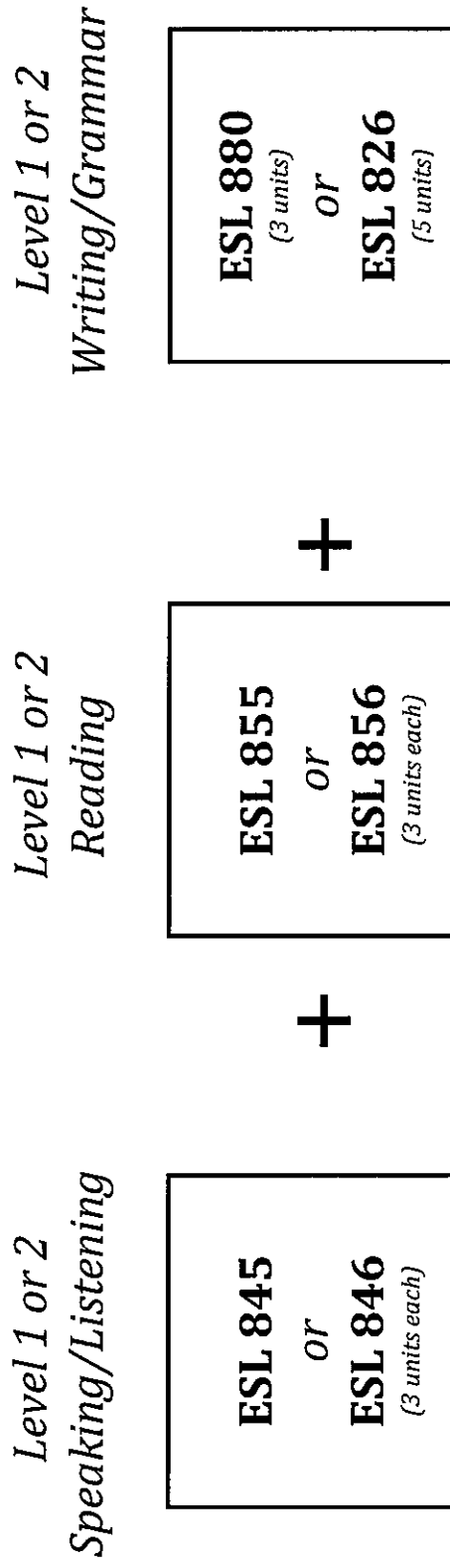
5 units

3 units

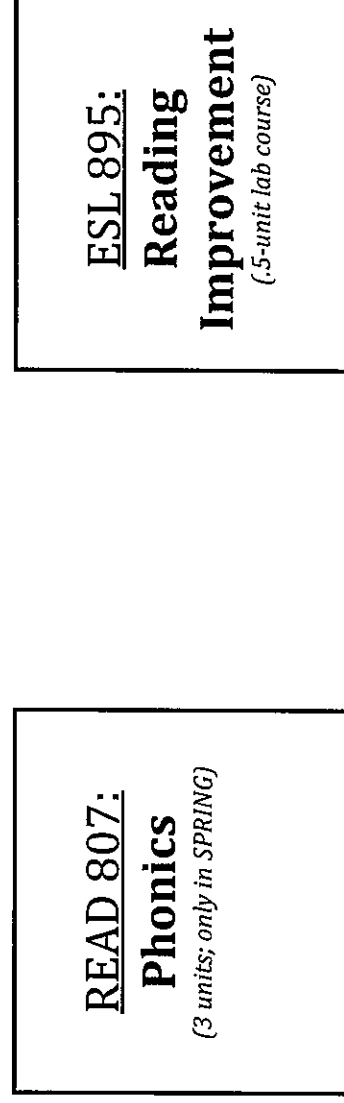
We recommend you take all three skills together: **ESL Conversation, Writing and Reading.**  
If you have room in your schedule, consider also one of the other courses listed above, right.

For proper ESL course placement, go to **Bldg. 1, Room 130** and take the **ESL Placement Test.**

# High Beginning-Intermediate ESL students usually take:



## Other helpful courses:



# High Intermediate-Advanced ESL students usually take:

Level 3 or 4

Speaking/Listening

**ESL 847**  
*or*  
**ESL 848**  
*or*  
**SPCH 855**  
*(3 units each)*

+

Level 3, 4 or 5

Reading

**ESL 857**  
*or*  
**READ 825**  
*or*  
**READ 830**  
*(3 units each)*

+

Level 3, 4 or 5

Writing/Grammar

**ESL 827**  
*or*  
**ESL 828**  
*or*  
**ESL 400**  
*(5 units each)*

## Other helpful courses:

**ESL 891:**  
**Accent**  
**Reduction**  
*(3 units; only in SPRING)*

**CRER 121:**  
**Planning for**  
**Student Success**  
*(1 unit)*

**ESL 898:**  
**Grammar**  
**Review**  
*(3 units; only in SUMMER)*