

Syllabus for ESL 230 – English for Listening, Speaking, and Pronunciation I

Course Information

Semester & Year: Fall 2025

Course ID and Section number: ESL 230, E0778

Instructor's name: Aaron Reiher

Day and time of meetings: Tu/Th 9:30-10:50am

Location: 525 D St., Eureka, EDTN 101

Course units: 0 (This is a non-credit course)

Instructor Contact Information

Office location: 525 D St., Eureka

Office hours: Call or email to schedule appointment

Phone number: 707-407-5619

Email address: aaron-reiher@redwoods.edu

Communication Notes: Please contact me with any questions or problems!

Catalog Description

A course for beginning and intermediate ESL students that develops their ability to understand and produce spoken English in everyday life. Students will receive direct pronunciation instruction and participate in controlled pronunciation practice. They will listen to input on topics relevant to their everyday lives, and develop their vocabulary based on what they hear. Students will practice speaking to ask for clarification and to clearly communicate important information. All course concepts will be applied to the development of students' oral communication skills in authentic situations.

Course Student Learning Outcomes

1. Students will be able to respond comprehensibly to simple, unrehearsed questions soliciting personal information for authentic oral communication.
2. Students will be able to ask simple, unrehearsed questions and understand common responses in order to gather new information in everyday situations.
3. Students will be able to apply techniques like circumlocution and asking for repetition to repair breakdowns in oral communication.

Prerequisites/corequisites/ recommended preparation

None

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280
- Location: Learning Resource Center (Library)

Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

Klamath-Trinity campus

- Phone: 707-476-4280

Evaluation & Grading Policy

Students do not receive letter grades in non-credit courses. Any student who participates in the course will receive a grade of “satisfactory.”

Participation & Attendance Policy

Participation: Participation is the key to success in this course. Participation means coming to class and engaging in class activities.

Attendance: Attendance will be based on coming to class and participating in class.

Course Calendar

This course runs from August 25 to December 17, 2025

The class meets on Tuesdays and Thursdays from 9:30-10:50am

Date	To Remember
August 25	First Class
September 1	Labor Day Holiday (district wide closure)
November 24-28	Fall Break (No Classes)
December 17	Last Class

Class Content

We will cover the following course objectives and concepts:

Course Objectives

- Engage in systematic practice of American English sounds.
- Use standard American English pronunciation for clear communication of spoken ideas.
- Engage in extemporaneous conversations using simple phrases and sentences.
- Use memorized high frequency English vocabulary to discuss personal preferences and everyday activities.
- Perform functional dialogues and improvisational role-plays simulating common situations.
- Demonstrate basic listening and speaking proficiency through successful participation in classroom games and other oral practice activities.
- Identify informal oral language elements, such as reduced forms, when listening to English, and produce informal spoken responses when appropriate.
- Understand and respond appropriately to simple spoken questions and commands in everyday situations.
- Use oral communication techniques like circumlocution and asking for repetition to repair communication breakdowns.
- Speak and understand with ease the simple present tense.

Concepts

1. High frequency vocabulary.
2. Simple sentence structure.
3. Consistent control of present tense.
4. Sounds, stress, intonation, and rhythm of English.
5. Speaking skills for social use (BICS).
6. Vocabulary-learning strategies.
7. Speaking for several minutes at a time on familiar topics.
8. Asking for clarification to aid listening comprehension.
9. Count vs. non-count nouns.
10. High-frequency verbs in the present tense.
11. Is/Are questions with affirmative and negative responses.
12. Do/does questions with affirmative and negative responses.
13. Can/can't questions with affirmative and negative responses.
14. Positive and negative commands.
15. Have to/must (affirmative, negative, and interrogative with affirmative and negative responses).
16. There is/there are (affirmative, negative, and interrogative with affirmative and negative responses).
17. High-frequency contractions.
18. Plural and possessive nouns.
19. Possessive pronouns.
20. Adverbs of time and frequency.
21. Present continuous tense of high-frequency verbs.

Student Development Advisor

Did you know that you have an advisor at CR?

Adult and Community Education has a student development advisor who can answer your questions on signing up for classes, transitioning to credit, registering for HiSET testing or anything else you're curious about.

Jonny, the student development advisor, can be reached at (707) 476-4527 or by email at jonathan-maiullo@redwoods.edu

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.