

Syllabus for ESL 211 - Intermediate English as a Second Language - High

Course Information

Semester & Year: Spring 2026

Course ID and Section number: ESL 211, E1233

Instructor's name: Aaron Reiher

Day and time of meetings: Tu/Th 9:00-11:00 AM

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

Develop English language skills for High Intermediate ESL students. Cultivate competence and confidence in reading and writing, sentence and paragraph structure, verbal communication skills, and comprehension of everyday spoken English. Students will learn to interpret meaning in more advanced texts, and engage in specialized conversations such as an interview. Students will learn how to approach multi-paragraph writing with consistent control of grammatical patterns, mechanics and punctuation.

Course Student Learning Outcomes

1. Engage in conversations or interviews on more specialized topics using appropriate syntax and level of formality.
2. Interpret meaning in longer simplified or authentic texts on familiar topics with some unfamiliar words.
3. Write a clearly organized, brief composition or report.
4. Demonstrate consistent control of basic grammatical patterns, mechanics and punctuation.

Prerequisites/corequisites/ recommended preparation

Recommended – ESL 210 – Intermediate English as a Second Language - Low

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 January 20 to May 14, 2026

The class meets on Tuesdays and Thursdays from 9:00-11:00am

Date	To Remember
January 20	First Class
March 31	Cesar Chavez Day – No Class
March 16-20	Spring Break (No Classes)
May 14	Last Class

Class Content

We will cover the following course objectives and concepts:

Course Objectives

1. Comprehend essential information in spoken English in extended conversations, lectures, or speeches supported by visuals and spoken at a natural pace using authentic syntax.
2. Engage in discussions with more complex ideas on familiar topics.
3. Write a range of reports or correspondence relevant to workplace or personal use.
4. Fill out forms requiring detailed personal information on varied topics (medical, banking, job).
5. Identify point of view, purpose, and audience in a longer authentic text.
6. Differentiate fact from opinion and evaluate statements of fact in written materials.
7. Distinguish main ideas from supporting details in a longer authentic text using appropriate reading strategies.
8. Apply word analysis strategies to infer the meaning of unfamiliar words.
9. Determine meaning of less frequently used idioms and phrasal verbs in a clear context.
10. Write compound and some complex sentences using subordinating conjunctions (because, when, after, before, if.)
11. Use past, present and future verb tenses appropriately.
12. Use modals to express the present and the past.
13. Use gerunds and infinitives with appropriate verbs and as subjects and objects.
14. Edit writing for capitalization, sentence punctuation, basic grammatical form and spelling.
15. Identify and self-correct problematic sounds on a consistent basis.

Concepts

1. Simple, compound, and complex sentence structure.
2. Appropriate use of past, present and future tenses in English.
3. Consistent control of problematic sounds, stress, and rhythm in English.
4. Informal and formal language use in the workplace (written and spoken).
5. Note-taking strategies.
6. Listening for specific information in authentic contexts.
7. Reading strategies for longer authentic texts.
8. Vocabulary-learning strategies.
9. High frequency words (the 3000 word list).
10. Extended free-speaking/discussion of more complex ideas on familiar and some unfamiliar topics.
11. Organization of main ideas and supporting details in longer text with several paragraphs.
12. Format of written documents at work.
13. Punctuation (comma, period, parentheses, capitalization).
14. Present and past modal use.
15. Idioms and phrasal verbs in less familiar contexts.
15. Frequently used phrasal verbs and idioms.
16. Adverbs & adverbial clauses including frequency adverbs.
17. Comparative adjectives.
18. Conditional statements.
19. Modals - could and might.
20. Future conditional statements.
21. Past continuous.
22. Past participles.

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.