

# English as a Second Language

## | American River College

American River College offers courses in English as a Second Language (ESL) designed exclusively to provide non-native speakers of English with a command of the language necessary to pursue career, transfer and degree goals. Students whose native language is English but who need help with language fundamentals should seek courses offered in the English Department.

We offer over 75 sections at eight different levels, from novice to advanced. There are five different types of courses: ESL (which includes lab courses and integrated courses), ESLG, ESLW, ESLR, and ESLL. Some of our courses are taught as hybrid classes (half in the classroom and half online) or completely online. In our [ESL Center \(/student-resources/student-support-services/arc-learning-resource-center/english-as-a-second-language-center\)](/student-resources/student-support-services/arc-learning-resource-center/english-as-a-second-language-center), students can work at their own pace on the areas of English that they need most. Many of our students are improving their English skills in order to earn a certificate, complete an Associate's degree, or to transfer to a university, while other students are here to improve their English skills for their jobs.

Our students come from all over the world. Our largest language groups are Russian and Arabic, followed by Farsi, Ukrainian and Spanish. However, at any given time we have students from more than thirty different countries, speaking more than thirty different languages.

Our faculty is also diverse. Many of us have lived and taught in other countries and speak more than one language. We are united in our love of teaching ESL. American River College is a great place to be. Come and visit us.

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## Certificates of Achievement

### Advanced Proficiency Certificate in English as a Second Language Certificate

The Advanced Proficiency Program recognizes attainment of English language abilities to an advanced-low level of English in listening, speaking, reading, writing, and grammar skills. It is suitable for use in academic classes at the community college level as well as in the workplace community.

#### Certificate Requirements

COURSE CODE	COURSE TITLE	UNITS
ESLL 320	Advanced-Low Listening and Speaking	4
ESLG 320	Advanced-Low Grammar	4
ESLR 320	Advanced-Low Reading	4
ESLW 320	Advanced-Low Writing	4
Total Units:		16

#### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- write and edit clear, well-developed, and soundly structured essays on academic topics.
- summarize, paraphrase, and quote readings to integrate outside sources into writing.

- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in class and out of class.
- compile accurate notes while listening to lectures and presentations.
- formulate and use a variety of interactive speaking strategies effectively such as clarification, polite interruption, and agreement/disagreement strategies using clear and comprehensible pronunciation.
- employ appropriate reading strategies and adjust reading speed appropriately to address a full range of reading tasks including reading for inferences and bias.
- demonstrate mastery of verb tenses and modal auxiliary uses.
- combine sentences, with emphasis on the ability to recognize, contrast, and analyze subordination and coordination.

## Advanced-High Proficiency Certificate in English as a Second Language Certificate

This certificate recognizes attainment of English language abilities to an advanced-high level of English in listening, speaking, reading, writing, and grammar skills. It is suitable for use in academic classes at the community college level as well as in the workplace.

### Certificate Requirements

COURSE CODE	COURSE TITLE	UNITS
ESL 350	Advanced Composition and Literature	4
ESLR 340	Advanced Reading Skills Through Literature	4
ESLW 340	Advanced Composition	4
A minimum of 4 units from the following:		4
ESLG 320	Advanced-Low Grammar (4)	
ESLL 320	Advanced-Low Listening and Speaking (4)	
Total Units:		16

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate comprehension of written and spoken English at an advanced-high level.
- produce written and spoken English at an advanced-high level.
- appraise texts and use appropriate reading strategies and reading rate effectively across a full range of reading tasks.
- comprehend a variety of complex fiction and nonfiction reading selections.
- analyze fiction and nonfiction readings for structure, audience, author intent and bias, main ideas, and literary and rhetorical devices.
- demonstrate advanced comprehension of fiction and nonfiction texts by composing written responses.
- evaluate arguments in nonfiction expository and argumentative texts.
- synthesize ideas from several complex readings, demonstrating critical thinking skills.
- draft, revise, edit, and proofread a wide variety of essay types effectively, showing mastery of English writing style, grammar, vocabulary, and mechanics.
- appraise and synthesize information on a variety of topics using library resources and credible Internet sources.

- compose a fully documented research paper based on a variety of reference works.

## Certificates

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### Intermediate-High Proficiency in English as a Second Language Certificate

This certificate recognizes attainment of English language abilities at an intermediate-high level in listening, speaking, reading, writing, and grammar.

#### Certificate Requirements

COURSE CODE	COURSE TITLE	UNITS
ESLR 310	Intermediate-High Reading	4
ESLW 310	Intermediate-High Writing	4
A minimum of 7 units from the following:		7
ESL 54	Intermediate-Mid Skills Lab (0.5 - 1.5)	
ESL 94	Intermediate-High Skills Lab (0.5 - 1.5)	
ESLG 310	Intermediate-High Grammar (4)	
ESLL 310	Intermediate-High Listening and Speaking (4)	
Total Units:		15

#### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify the central message and key supporting details of intermediate-high listening passages.
- apply oral skills to convey meaning clearly in brief oral presentations.
- analyze a text closely and recognize patterns of organization.
- outline, paraphrase, and summarize basic concepts from readings.
- write soundly structured, unified essays in response to prompts.
- demonstrate competency in using the 12 verb tenses.

### Intermediate-Low Proficiency in English as a Second Language Certificate

This certificate recognizes attainment of English language abilities at an intermediate-low level in listening, speaking, reading, and writing.

#### Certificate Requirements

COURSE CODE	COURSE TITLE	UNITS
ESLR 40	Intermediate-Low Reading	4
ESLW 40	Intermediate-Low Writing	4
ESLL 40	Intermediate-Low Listening and Speaking	4
Total Units:		12

## Student Learning Outcomes

Upon completion of this program, the student will be able to:

- communicate orally in basic English in common social and work situations.
- demonstrate comprehension of written and spoken English in familiar contexts.
- write basic, comprehensible English on familiar topics.

## Intermediate-Mid Proficiency in English as a Second Language Certificate

This certificate recognizes attainment of English language abilities to an intermediate-mid level in listening, speaking, reading, writing, and grammar.

### Certificate Requirements

COURSE CODE	COURSE TITLE	UNITS
ESLR 50	Intermediate-Mid Reading	4
ESLW 50	Intermediate-Mid Writing	4
A minimum of 7 units from the following:		7
ESL 54	Intermediate-Mid Skills Lab (0.5 - 1.5)	
ESL 94	Intermediate-High Skills Lab (0.5 - 1.5)	
ESLG 50	Intermediate-Mid Grammar (4)	
ESLL 50	Intermediate-Mid Listening and Speaking (4)	
Total Units:		15

## Student Learning Outcomes

Upon completion of this program, the student will be able to:

- communicate orally in grammatical English in everyday social and work situations.
- demonstrate comprehension of written and spoken English in work and social contexts.
- write comprehensible, grammatical English on everyday topics.

## English as a Second Language (ESL)

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### ESL 34 Novice-High Skills Lab

Units:	0.5 - 1.5
Hours:	27 - 81 hours LAB
Prerequisite:	ESLL 20, ESLR 20, or ESLW 20 with a grade of "C" or better, or placement through the assessment process.

This course develops, expands, and reinforces multiple English language skills at the novice-high level in an independent and/or small group environment. Coursework includes integrated study topics relative to vocabulary and study skills, reading and grammar use, idiomatic language study and application, conversation and listening skills, and assorted integrated software programs. Late registration is allowed as long as space is available and with the permission of the instructor. This course may be taken up to 3 times, for a total of 1.5 units, using different modules. This course is not a substitute for other ESL courses. Pass/No Pass only.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize a variety of methods to communicate effectively.
- recognize and produce practical speech on topics such as family, health, employment, recreational activities, culture, and geography.
- identify main ideas, topic sentences, and supporting details in reading passages and in own writing.
- identify vocabulary meaning based on context clues.
- apply basic punctuation and capitalization rules.
- construct simple sentences using simple present, simple past, and future tenses.

## ESL 44 Intermediate-Low Skills Lab

Units:	0.5 - 1.5
Hours:	27 - 81 hours LAB
Prerequisite:	ESLL 30, ESLR 30, or ESLW 30 with a grade of "C" or better, or placement through the assessment process.

This course develops, expands, and reinforces multiple English language skills at the intermediate-low level in an independent and/or in small group environment. Coursework includes integrated study topics relative to vocabulary and study skills, reading and grammar use, idiomatic language study and application, conversation and listening skills, and assorted integrated software programs. Late registration is allowed as long as space is available and with the permission of the instructor. This course may be taken up to 3 times, for a total of 1.5 units, using different modules. This course is not a substitute for other ESL courses. Pass/No Pass only.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize a variety of methods to communicate effectively.
- identify key information from listening to others, such as main idea and details.
- increase receptive and productive vocabulary.
- read clearly-organized, short, timed readings and answer comprehension and vocabulary-in-context questions.
- write clear simple and compound sentences and basic complex sentences.
- correctly use verbs in the present, past, and future in simple and progressive tenses.
- use modals correctly.

## ESL 54 Intermediate-Mid Skills Lab

Units:	0.5 - 1.5
Hours:	27 - 81 hours LAB
Prerequisite:	ESLL 40, ESLR 40, or ESLW 40 with a grade of "C" or better, or placement through the assessment process.

This course develops, expands, and reinforces multiple English language skills at the intermediate-mid level in an independent and/or small group environment. Coursework includes integrated study topics relative to vocabulary and study skills, reading and grammar use, idiomatic language study and application, conversation and listening skills, and assorted integrated software programs. Late registration is allowed as long as space is available and with the permission of the instructor. This course may be taken up to 3 times, for a total of 1.5 units, using different modules. This course is not a substitute for

other ESL courses. Pass/No Pass only.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize a variety of methods to communicate effectively.
- increase both speaking rate, vocabulary, and listening comprehension in rehearsed and impromptu situations.
- initiate and respond to questions and conversations.
- show increased reading speed and comprehension.
- show increased vocabulary and comprehension of idiomatic American English.
- decide meanings of words based on context clues.
- write using a variety of compound and complex sentences with connecting words and phrases.
- correctly use verbs in the present, past and future in simple, progressive, and perfect tenses.
- use modals and gerunds correctly.
- edit writing for verb tense consistency and errors in verb tense and form.

## ESL 55 Intermediate-Mid Integrated Reading and Writing

Units:	6
Hours:	108 hours LEC
Prerequisite:	ESLR 40 and ESLW 40 with grades of "C" or better, or placement through the assessment process.

This intermediate-mid level integrated-skills course for non-native speakers of English is an accelerated pathway to complete 50-level coursework in reading and writing. This course integrates two existing courses, ESLR 50 and ESLW 50 and introduces academic reading skills through analyzing readings from a number of rhetorical styles as well as techniques and processes essential to reading comprehension and essay writing. Language instruction focuses on strengthening individual proofreading and editing skills. Completion of this course is equivalent to completion of both ESLW 50 and ESLR 50 and serves as a prerequisite to ESLR 310 and ESLW 310. This course is not open to students who have completed both ESLW 50 and ESLR 50.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the point, purpose, and point-of-view in readings.
- identify main ideas and supporting details in readings.
- analyze context to guess the meanings of words and to understand readings.
- identify basic organizational patterns (e.g., cause-effect, comparison-contrast, and opinion).
- identify specific elements of fiction (e.g., plot, character, setting, theme, and figurative language).
- produce simple summaries and personal responses based on readings.
- read and clearly respond to writing prompts.
- generate ideas for writing short essays by using techniques such as freewriting, listing, and clustering.
- produce well-developed, logically-organized final drafts through multiple drafts.
- use transitions to connect ideas and paragraphs effectively.

- produce essays and paragraphs with focused thesis statements, relevant topic sentences, specific examples, and details.
- use basic essay format, including titles and paragraph and margin indentations.
- write clear compound and complex sentences using correct capitalization, spelling, and punctuation.
- edit for basic verb tenses, verb tense consistency, and verb forms.
- apply strategies for writing timed essays.

## ESL 56 Intermediate-Mid Integrated Reading, Listening, and Speaking

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLL 40 and ESLR 40 with grades of "C" or better, or placement through the assessment process.
Corequisite:	ESL 55

This intermediate-mid level integrated-skills course for non-native speakers of English, along with ESL 55, is an accelerated pathway to complete 50-level coursework in reading, writing, listening, and speaking skills. This course integrates two existing courses, ESLL 50 (Intermediate-Mid Listening and Speaking) and ESLR 50 (Intermediate-Mid Reading), and includes listening and reading comprehension strategies, oral skills for discussing ideas from reading and listening passages, and application of critical thinking skills, vocabulary, and pronunciation in oral discussions. Completion of this course is equivalent to completion of both ESLL 50 and ESLR 50 and serves as a prerequisite to ESLL 310 and ESLR 310. This course is not open to students who have completed ESLL 50 and/or ESLR 50.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- respond orally to various reading and listening materials.
- distinguish between main ideas and supporting details in reading and listening passages.
- evaluate ideas from reading and listening passages.
- state opinions and list supporting reasons and examples.
- summarize and paraphrase short reading and listening passages orally.
- use context to guess the meanings of words and to understand reading and listening passages.
- apply vocabulary, correct word and sentence stress patterns, idiomatic expressions, and speaking strategies, such as polite disagreement and interruption, in oral discussions of reading and listening passages.
- exhibit improved fluency in speaking exercises and oral presentations.
- pronounce basic English phonetic symbols correctly.
- demonstrate correct understanding of modals.
- show correct understanding and pronunciation of basic verb tenses.

## ESL 94 Intermediate-High Skills Lab

Units:	0.5 - 1.5
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Hours:

27 - 81 hours LAB

Prerequisite:

ESL 55, ESL 56, ESLG 50, ESLL 50, ESLR 50, or ESLW 50 with a grade of "C" or better, or placement through the assessment process.

This course develops, expands, and reinforces multiple English language skills at the intermediate-high level in an independent and/or in small group environment. Coursework includes integrated study topics relative to vocabulary and study skills, reading and grammar use, idiomatic language study and application, conversation and listening skills, workplace skills, composition and writing, and assorted integrated software programs. Late registration is allowed as long as space is available and with the permission of the instructor. This course is not a substitute for other ESL courses. This course may be taken up to three times for a total of 1.5 units, using different modules. Pass/No Pass only.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize a variety of methods to communicate effectively.
- produce clear speech and increase speaking rate, vocabulary, and listening comprehension in rehearsed and impromptu situations.
- summarize extended oral discourse and take lecture notes.
- analyze texts and identify main ideas, supporting details, and patterns of organization.
- show increased vocabulary and comprehension of idiomatic American English.
- deduce meanings of words based on context clues.
- write using a variety of compound and complex sentences with connecting words and phrases.
- apply level-appropriate grammar and usage patterns.
- revise and edit writing for a variety of grammar errors.

## ESL 311 College ESL Newsletter Production

Units:

3

Hours:

36 hours LEC; 54 hours LAB

Prerequisite:

ESLL 50, ESLR 50, and ESLW 50 with grades of "C" or better, or placement through the assessment process.

Transferable:

CSU

This course offers experience in developing and producing newsletters featuring ESL student writing, interviews of students, staff, and faculty, various advice and information columns, and language tips that include grammar, vocabulary development, and pronunciation for basic language skills acquisition (four to six times a semester).

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- contribute to the development and publication of a college newsletter
- research, gather, assemble, and assess original student essays, columns, poetry, photographs, Internet articles, and materials for learning English
- plan the layout of the newsletter, utilizing a desktop publishing program
- edit for accuracy
- market and distribute the newsletter on campus
- conduct and record interviews of campus figures, including faculty, staff, and fellow students, and transcribe the results

## ESL 315 Intermediate-High Integrated Reading and Writing

Units:	6
Hours:	108 hours LEC
Prerequisite:	ESLR 50 (Intermediate-Mid Reading) and ESLW 50 (Intermediate-Mid Writing), OR ESL 55 (Intermediate-Mid Integrated Reading and Writing)
Transferable:	CSU; UC

This intermediate-high level integrated-skills course for non-native speakers of English is an accelerated pathway to complete 310-level coursework in reading and writing. This course integrates two existing courses, ESLR 310 and ESLW 310, and introduces academic reading skills through analyzing readings from a number of rhetorical styles as well as techniques and processes essential to reading comprehension and essay writing. Language instruction focuses on strengthening individual proofreading and editing skills. Completion of this course is equivalent to completion of both ESLR 310 and ESLW 310 and serves as a prerequisite to ESLR 320, ESLW 320, and ESL 325. This course is not open to students who have completed both ESLR 310 and ESLW 310.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the point, purpose, and point-of-view in readings.
- distinguish main ideas from supporting details in readings.
- infer author's intent from explicit statements.
- differentiate facts from opinions.
- demonstrate increased reading speed and comprehension.
- integrate context clues and word-attack skills in building vocabulary.
- demonstrate increased vocabulary by using new words in writing.
- outline, paraphrase, and summarize basic concepts from readings.
- synthesize soundly structured, unified essays in response to prompts.
- develop introductory, body, and concluding paragraphs in narrative, descriptive, cause-effect, and argumentative essays.
- revise essays for greater focus and clarity.
- write clear phrases; clauses; and simple, compound, and complex sentences.
- edit for verb and word form; indirect and direct speech; and passive vs. active voice.
- compose essays under time constraints.

## ESL 325 Advanced-Low Integrated Reading and Writing

Units:	6
Hours:	108 hours LEC
Prerequisite:	ESLR 310 and ESLW 310 with grades of "C" or better
Transferable:	CSU; UC (The UC limits ESL course credit - ESL and/or ESLW courses, combined maximum credit, 8 units)

This advanced-low level integrated-skills course for non-native speakers of English is an accelerated pathway to complete 320-level coursework in reading and writing. This course integrates two existing courses, ESLR 320 and ESLW 320, and focuses on refining academic reading and writing skills, as well as

practice in synthesizing and integrating research into argumentative writing. Reading instruction emphasizes speed, vocabulary development, and analytical comprehension. Language instruction includes the construction of well-organized and focused academic essays on a variety of topics with a focus on the development of ideas in body paragraphs, sentence variety, and the mechanics of English. Written final drafts of essays totaling at least 6,000 words are required. Completion of this course is equivalent to completion of both ESLR 320 and ESLW 320 and serves as a prerequisite for ESLR 340 and ESLW 340. This course is not open to students who have completed both ESLR 320 and ESLW 320.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine long, complex reading passages and make inferences.
- appraise and critique reading passages for bias.
- adapt reading speed and style to material.
- recognize and use a wide variety of academic and idiomatic vocabulary.
- synthesize information from a range of texts and integrate it into writing by outlining, quoting, paraphrasing, and/or summarizing.
- apply basic research steps in the writing process.
- analyze sentence, paragraph, and essay structure and apply these concepts to composing clear, well-developed, and soundly structured essays on academic topics.
- develop effective persuasive essays under time constraints.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.

## ESL 350 Advanced Composition and Literature

Units:	4
Hours:	72 hours LEC
Prerequisite:	A grade of "C" or better in ESLW 340 AND a grade of "C" or better in ESLR 340 or a qualifying score on a reading competency examination administered by an Assessment Center in the Los Rios District.
Transferable:	CSU; UC ((maximum ESL & ESLW credits accepted - 8 units total))
General Education:	AA/AS Area II(b); CSU Area A3

This course covers reading and interpreting major types of literature, including poetry, drama, and fiction. It includes study in critical thinking and essay writing. It also emphasizes reading and written analysis of major literary works. Writing assignments total at least 8,500 words. Field trips may be required.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze the elements of a variety of literary genres, demonstrating the ability to identify and use appropriately literary terms such as tone, style, character, mood, and symbolism.
- analyze academic level texts for cultural, historical, biographical, ethnic, and philosophical context.
- recognize and respond to different perspectives.
- synthesize information by paraphrasing, quoting, and summarizing readings to integrate outside sources into writing.
- evaluate literary print and electronic research sources.
- incorporate and correctly cite relevant literary sources into writing.
- apply Modern Language Association (MLA) documentation style to all external sources.

- demonstrate a mastery of English writing style, grammar, vocabulary, and mechanics.
- revise, proofread, and edit writing effectively.

## English as a Second Language - Grammar (ESLG)

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### ESLG 50 Intermediate-Mid Grammar

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLW 40 (Intermediate-Low Writing) with a grade of "C" or better; or, for those not previously enrolled in an ESL grammar or writing course within the Los Rios district, placement through the assessment process.
Advisory:	Enrollment in an ESL Listening and Speaking, Reading, and/or Writing course at the student's assessed level(s).

This course concentrates on the fundamental grammatical structures of English at the intermediate-mid level. It focuses on grammatical structures in appropriate contexts. Oral and written practice with an emphasis on sentence structure and verb tenses is included.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate skill and accuracy in using basic English grammar
- use simple and progressive verb forms in past, present, and future
- ask questions with correct English word order
- distinguish and apply the rules for count and noncount nouns
- choose appropriate modal auxiliary verbs in different situations
- explain the differences and uses of adjectives and adverbs
- distinguish and apply the rules of gerunds and infinitives
- compare and differentiate the uses of present perfect and present perfect progressive verb tenses

### ESLG 310 Intermediate-High Grammar

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLG 50 with a grade of "C" or better; or, for those not previously enrolled in an ESL grammar course within the Los Rios district, placement through the assessment process.
Advisory:	Enrollment in an ESL Listening and Speaking, Reading, and/or Writing course at the student's assessed level(s).
Transferable:	CSU

This course focuses on further practice of the forms, meanings, and usage of grammatical structures of English at the intermediate-high level. Verbal practice in class reinforces the structures studied.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose grammatically correct sentences in active and passive voice

- analyze writing and conversation which contain direct and indirect speech
- demonstrate mastery of the 12 verb tenses and present and past modal auxiliary verbs
- generate sentences using gerunds and infinitives
- construct sentences containing adjective clauses
- create both real and unreal conditional sentences

## ESLG 320 Advanced-Low Grammar

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLG 310 with a grade of "C" or better; or, for those not previously enrolled in an ESL grammar course within the Los Rios district, placement through the assessment process.
Advisory:	Enrollment in an ESL Listening and Speaking, Reading, and/or Writing course at the student's assessed level(s).
Transferable:	CSU

This course focuses on practice in the forms and meanings of major structures used in writing with an emphasis on clause structure at the advanced-low level. Oral practice reinforces the structures studied. Assignments emphasize sentence structure in the context of longer written work.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate mastery of verb tenses and modal auxiliary uses
- combine sentences, with emphasis on the ability to recognize, contrast, and analyze subordination and coordination
- evaluate and apply sentence-writing skills in larger context
- write and edit to achieve clarity and correctness
- employ passive voice; noun, adjective, and adverb clauses; and clause reduction
- recognize and generate sentences using conditional and subjunctive constructions

## English as a Second Language - Listening (ESLL)

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### ESLL 20 Novice Listening and Speaking

Units:	4
Hours:	72 hours LEC
Prerequisite:	Placement through the assessment process.
Advisory:	One year of adult school and concurrent enrollment in ESL Reading and Writing courses at the student's assessed levels are highly recommended.

This course, intended for non-native speakers of English, focuses on understanding and producing appropriate language, utilizing learned phrases and expressions required for everyday communication. Basic clarification strategies are demonstrated and practiced. English sounds and intonation patterns are introduced.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discriminate between a limited number of American English sounds
- produce a limited number of American English sounds
- express ideas and understand others during basic discussions about everyday topics with pronunciation comprehensible to a sensitive listener
- use language to help with miscommunications
- communicate by understanding and using the simple present, future, and present continuous tenses
- demonstrate understanding of word order and pronoun use

## ESLL 30 Novice-High Listening and Speaking

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLL 20 with a grade of "C" or better; or, for those not previously enrolled in an ESL listening/speaking course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in ESL Reading and Writing courses at the student's assessed levels are highly recommended.

This is a course in listening comprehension and practical conversation for non-native English speakers who plan to take college courses. The sounds of American English, stress, rhythm, and intonation patterns are introduced.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify basic stress, rhythm, and intonation patterns of American English.
- demonstrate practical conversation skills in giving and receiving information, asking for repetition and clarification.
- recognize and produce practical speech on topics such as family, health, employment, recreational activities, culture, and geography.
- recognize some phonetic symbols and tell the differences in their sounds.

## ESLL 40 Intermediate-Low Listening and Speaking

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLL 30 with a grade of "C" or better; or, for those not previously enrolled in an ESL listening course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in ESL Reading and Writing courses at the student's assessed levels are highly recommended.

This is a course for non-native speakers that develops the listening and speaking skills needed to succeed in college courses. Activities focus on developing phrases and sentences to communicate ideas in familiar situations.

It includes group and individual listening and speaking activities, an overview of American English sounds, and practice in stress, rhythm, and intonation.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use speaking skills, both practiced and not practiced, to talk about familiar topics using increased vocabulary and grammar.

- identify key information from listening to others, such as main idea and details.
- identify a number of phonetic symbols and describe the differences in their sounds.
- use different techniques for classroom interaction, including asking for repetition and clarification.
- produce syllables, stress, rhythm, and intonation patterns of English correctly.

## ESLL 50 Intermediate-Mid Listening and Speaking

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLL 40 with a grade of "C" or better; or, for those not previously enrolled in an ESL listening course within the Los Rios district, placement through the assessment process.
Advisory:	Concurrent enrollment in an ESL Reading and Writing course at the student's assessed level.

This intermediate-mid level course, intended for non-native speakers of English, helps students understand and be understood in both familiar and unfamiliar situations. Class activities introduce academic listening and speaking activities and continue to work on pronunciation skills.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- speak with or without practice using appropriate vocabulary.
- initiate and respond to questions and conversations.
- combine a variety of techniques for classroom interaction, including clarification and polite interruption.
- paraphrase and summarize listening activities.
- accurately pronounce most English phonetic symbols.
- correctly respond to listening prompts.
- demonstrate correct pronunciation of the simple present and present progressive verb tenses in spoken English.
- demonstrate correct pronunciation of the simple past, past progressive, and present perfect verb tenses in spoken English.
- demonstrate understanding and correct pronunciation of the future verb tenses in spoken English.
- understand and correctly pronounce modals (can, may, etc.) and gerunds (-ing forms) in spoken English.

## ESLL 310 Intermediate-High Listening and Speaking

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLL 50 OR ESL 56 with a grade of "C" or better; or, for those not previously enrolled in an ESL listening course within the Los Rios district, placement through the assessment process.
Advisory:	Concurrent enrollment in an ESL Reading and Writing course at the student's assessed level.
Transferable:	CSU

This intermediate-high-level course, intended for non-native speakers of English, develops listening and speaking for academic purposes, including comprehension of lectures, note-taking, and classroom discussion. It includes a review of American English sounds with emphasis on understanding and

producing stress, rhythm, and intonation patterns to communicate effectively.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate and reproduce American English sounds in a controlled situation.
- analyze stress, rhythm, and intonation to recognize contrast and focus for variations of meaning.
- choose appropriate responses in a variety of both formal and informal situations.
- identify the central message and key supporting details of journalism-level language.
- combine a variety of techniques for classroom interaction, including requesting clarification and polite interruption.
- apply oral skills to convey meaning clearly in brief oral presentations.

## ESLL 320 Advanced-Low Listening and Speaking

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLL 310 with a grade of "C" or better; or, for those not previously enrolled in an ESL listening course within the Los Rios district, placement through the assessment process.
Advisory:	Concurrent enrollment in ESL Reading and Writing courses at the student's assessed level.
Transferable:	CSU

This course provides intensive practice in listening and active participation strategies for U.S. college courses. Activities include listening to extended lectures from various subject areas, refining note-taking skills, participating in in-depth discussions, and giving oral presentations. Practice of pronunciation skills is also covered.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate English oral communication skills in most contexts with some repetition
- choose appropriate intonation to convey intended meaning
- compose and present dialogues and reports with appropriate eye contact, voice level, and lexical choice
- identify central meaning in conceptually and linguistically complex discourse such as lectures, speeches, or reports
- compile accurate notes while listening to lectures and presentations
- formulate and use a variety of interactive strategies effectively such as clarification, polite interruption, and agreement/disagreement strategies
- analyze elements of understandability in listening situations
- assess online resources for listening comprehension practice

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## English as a Second Language - Pronunciation (ESLP)

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## English as a Second Language - Reading (ESLR)

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## ESLR 20 Novice Reading

Units:	4
Hours:	72 hours LEC
Prerequisite:	Placement through the assessment process.
Advisory:	One year of adult school and concurrent enrollment in ESL Writing and Listening/Speaking courses at the student's assessed levels are highly recommended.

This course, intended for non-native speakers of English, focuses on literal understanding of basic vocabulary and readings at the Novice level. There is a focus on expanding basic vocabulary through readings, word parts, and word-form activities. The concepts of using context and giving personal reactions to readings are introduced.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- read simple words, sentences, and readings.
- respond correctly to basic comprehension questions.
- respond to and use basic vocabulary.
- identify and use appropriate word forms (nouns, verbs, and adjectives).
- identify the use of sentence word order, pronouns, and verb forms in the readings.
- write short responses to readings using learned expressions and format.

## ESLR 30 Novice-High Reading

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLR 20 with a grade of "C" or better; or, for those not previously enrolled in an ESL reading course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in ESL Listening and Speaking and Writing courses at the student's assessed level(s).

This course focuses on literal comprehension of words, phrases, sentences, and paragraphs in short texts at the Novice-High level. Topics include core vocabulary, spelling rules, and grammar necessary to understand short readings.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- read at an increased speed.
- recognize and use a larger vocabulary.
- use an American English dictionary.
- use reading strategies in understanding text.
- apply written directions to task completion and identify points of confusion.
- recognize punctuation, emphasis, and paragraph markers.
- begin to identify main ideas in reading passages.
- use background information and schemata in understanding text.

## ESLR 40 Intermediate-Low Reading

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLR 30 (Novice-High Reading) with a grade of "C" or better; or, for those not previously enrolled in an ESL reading course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in an ESL Listening and Speaking and Writing course at the student's assessed level.

This course, intended for non-native speakers of English, focuses on understanding vocabulary and readings at the Intermediate-Low level. It emphasizes developing reading skills, building vocabulary, and increasing fluency. Additional class activities include discussing and writing about readings.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize main ideas in reading passages.
- increase receptive and productive vocabulary.
- identify vocabulary meaning based on context clues.
- write personal responses to ideas read and discussed.
- read clearly-organized, short, timed readings and answer comprehension and vocabulary-in-context questions.
- increase reading speed.
- use an American English dictionary effectively.
- locate topic sentences and major supporting details in simple readings.

## ESLR 50 Intermediate-Mid Reading

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLR 40 with a grade of "C" or better; or, for those not previously enrolled in an ESL reading course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in an ESL Listening/Speaking and an ESL Writing course at the student's assessed level.

This course, intended for non-native speakers of English, focuses on the introduction of academic reading skills, with an emphasis on vocabulary development and literal comprehension. Course activities include reading, analyzing, discussing, and writing responses to ideas expressed in texts at the Intermediate-Mid level, as well as further practice with dictionary skills.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- show increased reading speed and comprehension.
- show increased vocabulary and comprehension of idiomatic American English.
- decide meanings of words based on context clues.
- find main ideas and supporting details.
- write personal responses that show understanding of readings.

- write simple summaries based on short readings.
- use a dictionary to divide, pronounce, and define words correctly.

## ESLR 310 Intermediate-High Reading

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLR 50, OR ESL 55 with a grade of "C" or better OR, for those not previously enrolled in an ESL reading course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in ESL Listening and Speaking and Writing courses at the student's assessed level(s).
Transferable:	CSU

This course, intended for non-native speakers of English, focuses on the introduction of academic reading skills at the Intermediate-High level with an emphasis on speed, vocabulary expansion, and comprehension of ideas. It provides written and oral practice in understanding, paraphrasing, summarizing, and responding to ideas expressed in reading.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate increased reading speed and comprehension
- integrate context clues and word-attack skills in building vocabulary
- distinguish main ideas from supporting details
- differentiate fact from opinion
- infer author's intent from explicit statements
- analyze a text closely and recognize patterns of organization
- outline, paraphrase, and summarize basic concepts from readings
- demonstrate increased vocabulary by using new words in discussions and journal entries

## ESLR 320 Advanced-Low Reading

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLR 310 with a grade of "C" or better; or, for those not previously enrolled in an ESL reading course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in an ESL listening/speaking and an ESL writing course at the student's assessed level.
Transferable:	CSU

This course, intended for non-native speakers of English, focuses on refining academic reading skills with an emphasis on speed, vocabulary development, and analytical comprehension. It also includes practice in research and synthesizing skills and extensive writing based on critical analysis of readings at the Advanced-Low level.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine long, complex reading passages.
- appraise and critique reading passages for bias.
- make inferences.
- recognize a wide variety of academic and idiomatic vocabulary.
- outline, paraphrase, and summarize passages from a range of texts.
- adapt reading speed and style to material.
- apply basic research steps.
- synthesize research materials.

## ESLR 340 Advanced Reading Skills Through Literature

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLR 320 with a grade of "C" or better; or, for those not previously enrolled in an ESL reading course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in ESL Listening/Speaking and Writing courses at the student's assessed levels.
Transferable:	CSU

This course, intended for advanced non-native speakers of English, is designed to improve vocabulary and reading skills. Readings include various forms of literature from a variety of cultures, including essays, poetry, drama, short stories, and novels. This course focuses on further development of critical thinking and reading skills needed for academic performance: (1) analysis and comprehension skills, (2) research and synthesizing skills, (3) vocabulary development, and (4) flexibility of reading rate. It also emphasizes the comparison and contrast of universal and metaphorical themes, as applied in various cultures, and includes extensive writing based on critical analysis of readings.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate a variety of literary works by analyzing, critiquing, and responding to readings both in class and outside of class.
- distinguish theme, draw inferences, and recognize bias in complex texts.
- integrate context clues and apply appropriate strategies to build literary vocabulary and increase mastery of idiomatic American English.
- compose written responses to literary texts demonstrating advanced comprehension and critical thinking skills.
- evaluate research sources and literary texts.
- synthesize information by paraphrasing, quoting, and summarizing.
- integrate outside sources into written responses.
- use comprehension techniques and reading rate appropriate to material and purpose.

## English as a Second Language - Writing (ESLW)

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### ESLW 20 Novice Writing

Units:	4
Hours:	72 hours LEC
Prerequisite:	Placement through the assessment process
Advisory:	One year of adult school and concurrent enrollment in ESL Reading and Listening/Speaking courses at the student's assessed levels are highly recommended.

This course for non-native speakers of English focuses on the structure of English sentences, including parts of speech and word order. Emphasis is on producing clear, basic written sentences at the novice level using everyday vocabulary. Question formation is also demonstrated and practiced.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write simple sentences with correct capitalization and punctuation.
- use simple present and present progressive tenses of common verbs.
- write questions in correct word order.
- write sentences based on everyday topics and picture prompts in paragraph form.
- spell common words correctly.
- use clear handwriting placed correctly on the paper.

## ESLW 30 Novice-High Writing

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLW 20 with a grade of "C" or better; or, for those not previously enrolled in an ESL writing course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in other ESL skills and/or an ESL Center course at the student's assessed level.

This course covers novice-high-level writing in English for non-native speakers who plan to take college courses. It provides instruction and practice in writing simple sentences, paragraph structures, and a three-paragraph essay format within the context of topic assignments.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use basic writing and formatting conventions such as punctuation, capitalization, margins, indentation, and clear handwriting.
- describe elements of simple and compound sentences.
- construct simple and compound sentences.
- use the editing process to discover and correct error patterns.
- apply critical thinking skills in the context of reading and writing a new language.
- compose basic essays of at least three paragraphs with introductions, body paragraphs, and conclusions.
- demonstrate knowledge of high frequency words on spelling list.

## ESLW 40 Intermediate-Low Writing

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLW 30 with a grade of "C" or better or, for those not previously enrolled in an ESL writing course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in other ESL skills and/or an ESL Center course at the student's assessed level.

This intermediate-low course, intended for non-native speakers of English, provides brief practice in writing paragraphs with a clear beginning, middle, and end. It also introduces how to organize and focus paragraphs within basic essay structure. The writing processes introduced include multiple drafts of essays. In the process of writing multiple drafts, critical thinking skills and grammar and sentence structure in writing are also stressed.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze example paragraphs and essays to identify main ideas, thesis statements, topic sentences, and supporting details.
- brainstorm ideas for writing paragraphs and short essays.
- produce academic paragraphs and five-paragraph essays on a variety of topics following instructions in prompts.
- compose thesis statements, topic sentences, and supporting sentences for paragraphs and essays.
- use basic paragraph and essay format, including titles and paragraph and margin indentations.
- write clear simple and compound sentences and basic complex sentences.
- use basic punctuation and capitalization rules.
- identify and use the basic parts of speech correctly.
- use verbs correctly in the present, past, and future simple tenses.
- use verbs correctly in the present and past progressive tenses.
- use present and future modals correctly.
- revise essay drafts for content.
- edit essay drafts to correct language and grammar.
- write timed in-class essays.

## ESLW 50 Intermediate-Mid Writing

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLW 40 with a grade of "C" or better or, for those not previously enrolled in an ESL writing course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in other ESL skills and/or an ESL Center course at the student's assessed level.

This intermediate-mid course, intended for non-native speakers of English, covers techniques essential to essay writing in the process of teaching students to write standard five-paragraph academic essays. Verb tenses and other grammatical structures are revised, and control of sentence structure in longer pieces of writing is developed as language instruction focuses on strengthening individual proofreading and editing skills.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- brainstorm ideas for writing short essays.

- identify thesis, main ideas, topic sentences, supporting details, and concluding information in essays.
- use basic essay format, including titles and paragraph and margin indentations.
- use basic punctuation and capitalization rules.
- read and clearly understand writing prompts.
- write basic five-paragraph essays on a variety of topics following instructions in prompts.
- revise essay drafts for content.
- write using a variety of compound and complex sentences with connecting words and phrases.
- correctly use verbs in the present, past and future in simple, progressive, and perfect tenses.
- use modals and gerunds correctly.
- edit papers for verb tense consistency and errors in verb tense and form.
- write timed academic essays.

## ESLW 310 Intermediate-High Writing

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLW 50 OR ESL 55 with a grade of "C" or better OR, for those not previously enrolled in an ESL writing course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in other ESL skills and/or an ESL Center course at the student's assessed level.
Transferable:	CSU; UC ((maximum ESL& ESLW credit accepted - 8 units total))

This intermediate-high course for non-native speakers of English develops the ability to respond to a variety of essay assignments. The course focuses on writing for different purposes, sentence variety and control of a range of sentence structures.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- synthesize soundly structured, unified essays in response to prompts.
- revise and edit essays for greater focus and clarity.
- compose essays under time constraints.
- analyze and use phrases; clauses; and simple, compound, and complex sentences for clarity.
- identify strategies such as sentence combining and use them for variety and clarity.
- develop introductory, body, and concluding paragraphs in narrative, descriptive, cause-effect and argumentative essays.

## ESLW 320 Advanced-Low Writing

Units:	4
Hours:	72 hours LEC

Prerequisite:	ESLW 310 with a grade of "C" or better or, for those not previously enrolled in an ESL writing course within the Los Rios District, placement through the ESL assessment process.
Advisory:	Concurrent enrollment in other ESL skills at the student's assessed levels and/or an ESL Center course at the student's assessed level.
Transferable:	CSU; UC ((maximum ESL & ESLW credit accepted - 8 units total))

This advanced-low course for non-native speakers of English develops analytical and logical skills in the production of focused, developed and organized essays on a variety of topics. The course emphasizes the development of ideas in body paragraphs and the analysis and use of readings as a basis for ideas in argumentative essays. Sentence variety and the mechanics of English in the context of the essay are also covered in the course. Written final drafts totaling at least 6,000 words are required.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.
- develop effective persuasive essays under time constraints.
- synthesize information by summarizing, paraphrasing, and quoting readings to integrate outside sources into writing.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

## ESLW 340 Advanced Composition

Units:	4
Hours:	72 hours LEC
Prerequisite:	ESLW 320 with a grade of "C" or better; or, for those not previously enrolled in an ESL writing course within the Los Rios District, placement through the assessment process.
Advisory:	Concurrent enrollment in an ESL Reading and an ESL Listening and Speaking course at the student's assessed levels.
Transferable:	CSU; UC ((maximum ESL & ESLW credit accepted - 8 units total))
General Education:	AA/AS Area II(a); CSU Area A2

This college composition course emphasizes reading analysis, writing, and critical thinking skills, while also addressing the specific language and cultural needs of non-native speakers. These skills are essential for successful completion of a two or four-year college program. Writing assignments include expository and argumentative prose based on analysis of a variety of assigned readings and original research. Students write a minimum of 8,500 words divided among 6-8 essays, including a fully documented research paper and in-class essays.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate a variety of complex reading selections by critically analyzing, critiquing, and responding to readings both in and outside of class.
- synthesize information by paraphrasing, quoting, and summarizing readings to integrate outside sources into writing.
- formulate and support conclusions using a variety of rhetorical modes to prove or show a point and purpose to a specific audience.
- write clear, well-developed essays on academic topics.
- demonstrate a mastery of English writing style, grammar, vocabulary, and mechanics by revising, proofreading and editing writing effectively.
- discriminate between and apply Modern Language Association (MLA) and American Psychological Association (APA) documentation format appropriately by using library resources, including a variety of reference works, in the preparation of a fully documented research paper.

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