



EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

General Course Information

Subject: ESL
Course Number: 5 1 B
Descriptive Title: Intermediate Listening, Speaking and Pronunciation
Division: Humanities
Department: English as a Second Language
Course Disciplines: English as a Second Language

Catalog Description:

Students in this course gain greater confidence and skill in listening to and speaking English by participating in activities such as listening to mini-lectures and taking notes; presenting impromptu speeches, prepared speeches, and oral reports; conducting surveys and interviews; role playing; and discussing and debating controversial topics. Students improve their pronunciation, intonation and stress, listening comprehension, and knowledge of American culture.

Conditions of Enrollment:

Prerequisite: English as a Second Language 51A with a minimum grade of C or Noncredit English as a Second Language 51A, or qualification by assessment

Course Length: Full Term

Hours Lecture (per week): 5
Hours Laboratory (per week): 0
Outside Study Hours: 10
Total Hours: 90

Course Units: 5

Grading Method: Letter Grade only
Credit Status: Credit, degree applicable

Transfer CSU: No **Effective Date:**
Transfer UC: No **Effective Date:**

General Education:

ECC

Term: **Other:**

CSU GE:

Term: **Other:**

IGETC:

Term: **Other:**

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)

SLO #1

Students will plan and deliver a 5-7 minute speech on an intermediate-level topic.

SLO #2

Students will use relatively correct phonemes, stress, and intonation.

SLO #3

Students will distinguish phonemic differences in words.

SLO #4

Students will demonstrate comprehension of an intermediate-level listening passage.

B. Course Objectives (The major learning objective for in this course are listed below)

1. Recognize and practice pronouncing phonemes that approximate standard American pronunciation of English.
2. Recognize and use correctly American sentence stress and intonation patterns, including the appropriate use of contractions and reduced forms.
3. Apply culturally appropriate conversation techniques, such as asking for clarification or politely disagreeing.
4. Identify the main ideas of a lecture, podcast, movie, or other oral presentation and record the information through note-taking.
5. Prepare and deliver effective oral presentations, with attention to speaking loudly and clearly enough to be understood, making eye contact, avoiding distracting habits, using visuals appropriately, and considering the interests of the audience.
6. Express opinions, explain ideas, defend viewpoints, and support ideas verbally.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Major Topics

I. Introductions (1 hour, lecture)

1. Introducing one's self to others.
2. Participating in an informal conversation with peers.

II. Small-group discussion skills (1 hour, lecture)

- A. Validating speech
- B. Turn-taking

III. Informal presentations (5 hours, lecture)

1. Reviewing a movie
2. Sharing a trip

IV. Interviews with native speakers of English (2 hours, lecture)

1. Preparing questions
2. Conducting the interview

V. Group surveys (10 hours, lecture)

1. Preparing a group survey.
2. Conducting a group survey.
3. Planning an oral report on a group survey.
4. Presenting an oral report on a group survey.

VI. 5- to 7-minute speeches (15 hours, lecture)

1. Drafting a speech
2. Presenting a speech

VII. 30-minute debate and panel discussion of controversial topics (10 hours, lecture)

1. Planning the arguments and counterarguments
2. Conducting the debate and discussion

VIII. Short dramas or role-plays (8 hours, lecture)

1. Rehearsing the drama or role-play
2. Presenting the performance or reading

IX. Discussion of American culture (8 hours, lecture)

1. Comparing with one's native culture.
2. Contrasting with one's native culture.

X. Pronunciation (20 hours, lecture)

- A. Pronouncing phonemes
- B. Pronouncing longer units of sound, including word-level stress patterns and sentence-level stress patterns.

XI. Vocabulary (5 hours, lecture)

- A. Collocations
- B. Idioms

XII. Note-taking and listening for specific details (5 hours, lecture)

- A. Cornell method
- B. Mind maps

Total Lecture Hours: 90

Total Laboratory Hours: 0

Total Hours: 90

IV. Primary Method of Evaluation and Sample Assignments**A. Primary Method of Evaluation**

3) Skills demonstration

B. Typical Assignment Using Primary Method of Evaluation

Working in a group of five students, choose a survey topic (such as the health habits of Americans). Write five multiple-choice questions with three to five possible answers for each question. Outside of class, ask ten people five multiple-choice questions and record their answers. In the following class, work with your group to analyze the responses you received. Prepare a graph showing the results, and prepare a five-minute presentation to share your results with the class.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Panel discussion team will present points of view on topics such as euthanasia, global warming, or gun control. Teams will research the topic, and analyze and evaluate information. Each member will present a specific point, and will prepare to answer questions from the audience.

Critical Thinking Assignment 2:

Choose a native speaker of English to interview, possibly about his or her career path or another relevant topic. Contact the person to set up an appointment and prepare a list of at least ten questions to ask. After the interview, write up a report in which you explain why you chose this person and what you learned from him or her, and evaluate your ability to ask questions and to understand the responses.

D. Other Typical Assessment and Evaluation Methods

Class Performance, Completion, Fieldwork, Matching Items, Multiple Choice, True/False, Written Homework

V. Instructional Methods

Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation

If other:

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. Work Outside of Class

Answer questions, Journal (done on a continuing basis throughout the semester), Other (specify), Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)

If Other:

Conduct library or internet research.

Watch movies, television shows or other media.

VII. Texts and Materials

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Chase, Betty Tarver, et al. Pathways: Listening, Speaking, and Critical Thinking 3. National Geographic Learning, 2018.

Evelyn Uyemura, Nitza Llado, and Debra Mochidome. Pronunciation Celebration. 1st ed. Kendall-Hunt, 2011.

Qualifier Text: Discipline Standard

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Orion, Gertrude. Pronouncing American English. 3rd ed. Heinle, 2011. (Discipline Standard)

C. Required Supplementary Readings

D. Other Required Materials

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite: Prerequisite

Category: sequential

Requisite course(s): List both prerequisites and corequisites in this box.

English as a Second Language-51A

Or

Noncredit English as a Second Language-51A

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

Effectively communicate in everyday life situations using appropriate vocabulary

ESL 51A/NESL 51A -Effectively communicate in everyday life situations using appropriate vocabulary.

Maintain a short conversation in English about topics such as interests and hobbies or plans for the future

ESL 51A/NESL 51A - Maintain a conversation about topics such as interests and hobbies, holidays and celebrations, or plans for the future.

Respond appropriately to requests for personal information in a job interview or similar setting

ESL 51A/NESL 51A - Respond appropriately to requests for personal information in a job interview or similar setting.

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite: qualification by assessment

Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable

Upon enrollment at ECC, ESL students must take the Accuplacer assessment, and meet with an ESL placement representative, to assess the level of their English reading and writing skills. Outcomes of these tests are used to place students in the appropriate ESL class for their skill levels, or to refer students to area adult schools for beginning language instruction. Without assessment a student may not enroll in the appropriate class for his/her skill level, and will be highly unlikely to succeed in the course.

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each

skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: R. Daniel Houston

Date: 10/25/1977

Original Board Approval Date:

Last Reviewed and/or Revised by: Matthew Kline

Date: 05/06/2021

Last Board Approval Date: 07/19/2021