



El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Non-Credit English as a Second Language 02A
Descriptive Title: Grammar and Conversation Level I

Course Disciplines: ESL

Division: Humanities

Catalog Description: This Level I grammar and conversation course provides English practice through listening, speaking, reading and writing activities. Emphasis is on the verb "to be" in the present and past tenses and the simple present tense of action verbs. Other topics covered are nouns, adjectives and prepositions.

Conditions of Enrollment: **Recommended Preparation**
 Concurrent enrollment in
 English as a Second Language 03A

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 5.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 0
Min/Max Hours: 90

Grading Method: No Grade
Credit Status Non Credit

Transfer CSU: No
Transfer UC: No

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning

outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

- Students will demonstrate, through face-to-face conversations,
1. comprehension of simple words and phrases used in common everyday context.
 2. Students will ask grammatically structured questions related to basic needs and respond appropriately using short phrases and sentences.
 3. Students will use words that signal difference between present and past in simple statements related to common activities.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Select and use the appropriate form of "to be" in the present tense to express an affirmative statement, a negative statement, or to ask and respond to a simple Yes/No or Wh- question, as called for in the context of a given situation.

Multiple Choice

2. Analyze a simple sentence for time markers and appropriately apply the correct form of the verb "to be" in the present or past tense.

Class Performance

3. Select and use the appropriate form of the simple present tense to express an affirmative statement/negative statement, or to ask and respond to a simple Yes/No or Wh- question, as called for in the context of a given situation.

Multiple Choice

4. Apply rules for the use of simple articles with countable nouns and for proper nouns in conversational and written sentences.

Class Performance

5. Apply rules for the placement of descriptive adjectives and prepositions of place in conversational and written sentences.

Class Performance

6. Compose sentences utilizing appropriate Wh- interrogatives to fit a given context.

Written homework

7. Apply rules of capitalization and punctuation to a sentence presented in writing.

Written homework

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	25	I	The "to be" verb A. Present affirmative of "to be" B. Present negative of "to be" C. Present of "to be" with yes/no questions D. Past tense of "to be"
Lecture	4	II	Past time markers A. Recent past B. Distant past
Lecture	7	III	Countable nouns and article usage A. Direct and indirect articles
Lecture	7	IV	Proper nouns A. Capitalization
Lecture	8	V	Descriptive adjectives A. Concrete B. Abstract
Lecture	5	VI	Prepositions of place
Lecture	7	VII	Wh- questions
Lecture	6	VIII	Simple present tense A. the affirmative.
Lecture	8	IX	Simple present tense A. yes/no questions.
Lecture	7	X	Simple present tense A. Wh- questions
Lecture	6	XI	Capitalization and punctuation rules
Total Lecture Hours		90	
Total Laboratory Hours		0	
Total Hours		90	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Other -

Students will be evaluated based on daily homework assignments, performance in class discussions and exercises, and informal quizzes. Performance using software tutorials will also be evaluated.

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Fill in the blanks using the simple present tense of the verb in parenthesis, paying attention to subject/verb agreement.

1. The student _____ homework every night.

(do)

2. I _____ a student at El Camino College, Compton Center.

(be)

3. John and I _____ soccer every Saturday.

(play)

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. The following is a controlled conversation between a student and a teacher.

This is a sample quiz used to assess students' critical thinking skills. Based on conversation cues, the student supplies the appropriate question phrase to fill in the blanks.

ARRIVING IN CLASS

Student A: Excuse me. _____?

Student B: It's right here. This is the G wing. The room number is on the door. It is number 31.

Student A: Thanks. _____?

Student B: No, we're right on time.

Student A: Whew! That's good. I hate to be late on the first day.

2. In a conversation between two students, students will complete the questions using the auxiliaries "Do" or "Does" and the verb given in parenthesis. Student A forms the question and Student B answers the question.

1. (listen) A: _____ you _____ to music?

B: Yes, _____.

2. (have) A: _____ your roommate _____ a TV?

B: No, she _____.

3. (wake up) A: _____ he _____ early?

B: No, _____.

4. (stay up) A: _____ they _____ late?

B: Yes, _____.

5. (bother) A: _____ the TV _____ you?

B: No, _____.

6. (have) A: _____ your room _____ a big window?
B: Yes, _____.
7. (rain) A: _____ it _____ a lot in your city?
B: No, _____.
8. (have) A: _____ I _____ internet access?
B: Yes, _____.
9. (go) A: _____ she _____ to parties all the time?
B: No, _____.
10. (need) A: _____ we _____ another lamp?
B: Yes, _____.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Objective Exams
Quizzes
Written homework
Multiple Choice
Matching Items

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Lecture
Multimedia presentations

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

Study
Skill practice
Required reading

Estimated Independent Study Hours per Week: 5

VII. TEXTS AND MATERIALS**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Irene E. Schoenberg. Focus on Grammar 2A: An Integrated Skills Approach. Fourth ed. Pearson Education, 2012.

B. ALTERNATIVE TEXTBOOKS

Samuela Eckstut-Didier. Focus on Grammar 2A: An Integrated Skills Approach (Workbook). Fourth ed. Pearson Education, 2012.

C. REQUIRED SUPPLEMENTARY READINGS**D. OTHER REQUIRED MATERIALS****VIII. CONDITIONS OF ENROLLMENT****A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Course Recommended Preparation English as a Second Language-03A	

D. Recommended Skills

Recommended Skills
There is no recommended or required preparation for this course. However, ESL faculty suggest that students concurrently enroll in both ESL 02A and ESL 03A. Each course is taught at the beginning level, with no prerequisites. ESL 02A is a course focused on grammar and conversation, and ESL 03A is a course focused on reading and writing. As speaking, reading, and writing a language are intrinsically connected, concurrent enrollment would allow students to take concepts learned in one class and apply them to the other. Grammatical concepts learned in 02A could be practiced through reading and writing in 03A, reinforcing and strengthening language acquisition.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Rebecca Loya on 09/10/2006.

BOARD APPROVAL DATE: 11/20/2006

LAST BOARD APPROVAL DATE: 05/16/2016

Last Reviewed and/or Revised by Lavonne Plum on 03/02/2016