



# El Camino College

## COURSE OUTLINE OF RECORD - Approved

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Non-Credit English as a Second Language 02B  
**Descriptive Title:** Grammar and Conversation Level II

**Course Disciplines:** ESL

**Division:** Humanities

**Catalog Description:** This Level II conversation and grammar course provides practice in English through listening, speaking, reading, and writing activities. Emphasis is on prepositions of time, possessive nouns and adjectives, present progressive and simple past tense, helping verbs, imperatives, and punctuation rules.

**Conditions of Enrollment:**

**Recommended Preparation**  
 qualification by assessment  
 or  
 completion of  
 English as a Second Language 02A  
 AND  
 concurrent enrollment in  
 English as a Second Language 03B

**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)**

1. Students will demonstrate through face-to-face conversation understanding of simple questions and answers in standard English.
2. Students will participate in simple conversations dealing with basic survival needs and using Yes/No questions and Wh- questions including questions about possessive nouns and possessive adjectives.
3. Students will describe a sequence of events in the past dealing with personal life.

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 verb form in the present progressive or simple past tense to express an affirmative/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 or exercise.

Multiple Choice

2. Analyze an aural question and appropriately apply the correct form of “one” or “it” as a complement to a singular countable noun or in place of a noun, a noun phrase, or a possessive pronoun.

Class Performance

3. Analyze an aural statement or a picture and appropriately respond with the correct form of “this,” “that,” “these,” or “those” as a pronoun or an adjective.

Class Performance

4. Select the appropriate helping verb to express ability or suggestion in the present or past, as called for in response to an oral question or a written exercise.

Matching Items

5. Utilize the imperative form of a verb to give directions, orders, advice, warnings, or to make requests, as appropriate in the context of a given situation.

Class Performance

6. Select an appropriate form to make a suggestion in response to a written statement.

Written homework

7. Respond to an oral or written Wh- question with an appropriate preposition of

time.

Class Performance

8. Respond to an oral or written Wh- question with an appropriate possessive noun or adjective.

Class Performance

**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	8	I	Wh- interrogatives and prepositions of time
Lecture	8	II	Possessive form A. Nouns B. Adjectives
Lecture	7	III	Singular and Plural Pronouns A. This B. That C. These D. Those
Lecture	5	IV	Impersonal pronouns A. Forms B. Usage
Lecture	6	V	Present progressive A. Forms B. Usage
Lecture	7	VI	Imperative A. Forms B. Usage
Lecture	8	VII	Helping verbs
Lecture	6	VIII	Interactions A. Suggestions B. Responses
Lecture	8	IX	Simple past A. Regular verbs
Lecture	10	X	Simple past A. Irregular verbs
Lecture	7	XI	Simple past A. yes/no questions B. Wh- questions

Lecture	10	XII	Punctuation marks A. apostrophe B. comma C. period D. question mark E. exclamation point F. hyphen G. quotation marks
<b>Total Lecture Hours</b>		90	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		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:

Look at this picture of people having a good time at a party last night. Write five sentences describing what they did. Use the simple past tense in these sentences.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

- In a conversational setting, students will complete the questions using the words given in parentheses. Student A forms the question and Student B answers the question.

- A: \_\_\_\_\_ shoes are these?

(Who's/Whose)

- B: They're my shoes. His \_\_\_\_\_ over there.

(is/are)

- A: \_\_\_\_\_ key is this? \_\_\_\_\_ it yours?

(Who's/Whose)

(Is/Are)

B: No, it isn't.

- A: \_\_\_\_\_ in room 401?

(Who's/Whose)

B. Florian and David.

A. \_\_\_\_\_ that their usual classroom?

(Is/Are)

4. A. \_\_\_\_\_ books are those? \_\_\_\_\_ they hers?

(Who's/Whose) (Is/Are)

B. No, \_\_\_\_\_ his.

(they're/it's)

5. A. \_\_\_\_\_ notes are those?

(Who's/Whose)

B. Bob's. His notes are messy. Mine \_\_\_\_\_ neat.

(is/are)

6. A. \_\_\_\_\_ that woman?

(who's/whose)

B. Her name is Wu-Shen. She's an English teacher.

7. A. My parents live in Italy. Hers \_\_\_\_\_ in Argentina.

(live/lives)

2. The following is a controlled conversation between two students playing the role of fellow employees. Using context clues, the students will write in the appropriate questions to complete the conversation.

Abby has a cold. Her co-worker Greg is calling to see how she is.

Abby: Hello.

Greg: Hi, Abby. \_\_\_\_\_? (inquiring about her health)

Abby: Uh-huh. I'm coughing less, and the fever is going down.

Greg: Good. \_\_\_\_\_? (how she is taking care of herself)

Abby: Yes, and I'm watching a DVD.

Greg: \_\_\_\_\_? (identifying the movie)

Abby: The Wizard of Oz.

Greg: \_\_\_\_\_? (repeating the title)

Abby: I know it's a kid's movie, but I really like it.

Greg: \_\_\_\_\_? (inquiring about movie progress)

Abby: I'm watching the scene where Dorothy meets the Tin Man.

Greg: \_\_\_\_\_? (details of scene)

Abby: Yes, she's putting oil in his mouth.

Greg: \_\_\_\_\_? (whether the Tin Man can speak yet)

Abby: No, not yet. Dorothy and the Scarecrow are talking to him, but he can't talk.

Greg: I remember the scene. It's amazing. The film is still popular after so many years

Abby: Well, It's a classic. \_\_\_\_\_? (inquiring about work events)

Greg: Same old same old. We're working on ten things at once.

Abby: \_\_\_\_\_? (inquiring about boss's behavior)

Greg: Uh-huh. And tomorrow he'll be worse.

Abby: \_\_\_\_\_? (asking for a reason)

Greg: I'll be out. I think I'm catching your cold.

#### **D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Quizzes

Written homework

Class Performance

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**

Samuela Eckstut-Didier. Focus on Grammar 2A: An Integrated Skills Approach (Workbook). 4th ed. Pearson Education, 2012.

Irene Schoenberg. Focus on Grammar 2A: An Integrated Skills Approach. 4th ed. Pearson Education, 2012.

**B. ALTERNATIVE TEXTBOOKS**

**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
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**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation or qualification by assessment	
Course Recommended Preparation AND English as a Second Language-02A	
Course Recommended Preparation English as a Second Language-03B	

**D. Recommended Skills**

Recommended Skills
Select and use the appropriate form of "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 or exercise. ESL 02A - 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. ESL 03A - Apply dictionary skills to expand vocabulary and use the appropriate parts of speech in a given reading selection.
Apply rules for the use of simple articles with count nouns and for proper nouns in conversational and written sentences ESL 03A - Identify both the components of a sentence and transition signal words within a paragraph. ESL 02A - Apply rules for the use of simple articles with countable nouns and for proper nouns in

conversational and written sentences.

ESL 03A -

Compose descriptive paragraphs using simple present tense, count/non-count nouns, and appropriate adjectives.

Apply rules for the placement of descriptive adjectives and prepositions of place in conversational and written sentences. ESL 03A -

Identify both the components of a sentence and transition signal words within a paragraph.

ESL 02A -

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

### **E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>
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**Course created by Rebecca Loya on 09/20/2006.**

**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**

20305