



El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

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

Course Disciplines: ESL

Division: Humanities

Catalog Description: This Level III conversation and grammar course provides extensive focused practice on English grammar forms and structures through listening, speaking, reading, and writing activities. Emphasis is on past, present, and future verb tenses, and gerunds and infinitives.

Conditions of Enrollment:

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

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 understanding of face-to-face speech in Standard English using learned grammatical idiomatic structures to answer questions in the present, past and future.
2. Students will use prediction strategies to understand new vocabulary in context.
3. Students will participate in face-to-face conversations to tell about personal histories or describe places or people.

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. Converse in the simple present, past, or future tense as called for in the context of a given situation.
Class Performance
2. Demonstrate the ability to apply the word orders appropriate for statements and for questions when using the present, past, and future verb tenses.
Written homework
3. Apply the appropriate pronunciation rules and spelling rules of simple past tense of regular verbs in speaking and writing.
Matching Items
4. Identify the contexts where the use of simple present tense is required to express facts, habitual (repeated) actions, and non-action (non-progressive) verbs.
Performance exams
5. Utilize the context to determine whether the simple present tense or present progressive tense is required.
Performance exams
6. In conversation and in writing, distinguish between the use of gerunds and infinitives as complements of a given verb.
Class Performance
7. Select and use, in conversation and in writing, appropriate modals to express future and possibility.

Multiple Choice

8. Determine the verb tense in a given context from the time expressions provided therein.

Performance exams

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	50	I	Tenses <ul style="list-style-type: none"> A. Simple past tense <ul style="list-style-type: none"> 1. Simple past tense - regular verbs 2. Pronunciation and spelling rules for past tense forms of regular verbs 3. Simple past tense - irregular verbs 4. Time markers for simple past tense B. Simple present tense C. Present progressive tense <ul style="list-style-type: none"> 1. Spelling rules for present participle form of verbs D. Compare and contrast simple present and present progressive tenses
Lecture	11	II	Gerunds and Infinitives
Lecture	15	III	Modals Expressing Future and Possibility <ul style="list-style-type: none"> A. "Be going to" B. "Will" C. Future and past time markers
Lecture	4	IV	Word Order Differences <ul style="list-style-type: none"> A. Statements B. Questions
Lecture	10	V	Question Types <ul style="list-style-type: none"> A. Yes / No questions B. Wh- questions
Total Lecture Hours		90	
Total Laboratory Hours		0	
Total Hours		90	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

This is a sample of a short, 5 minute oral and written conversation quiz between two students. They are instructed to complete the conversation orally with the simple past tense. Then they must write affirmative or negative short answers, and then switch roles in the conversation and repeat.

1. A: Did you finish your homework?

B: _____. I finished it before dinner.

2. A: Did they go to the movies?

B: _____. They stayed home and watched TV.

3. A: Did I call too late?

B: _____. I am usually up at this hour.

4. A: Did we get any mail?

B: _____. We got our tickets to *King Lear*.

5. A: Did the package arrive?

B: _____. It just came.

6. A: Did you buy the DVD?

B: _____. I plan to buy it next weekend.

7. A: Did she lose her phone?

B: _____. She thinks she left it on the bus.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Sherryl Woods is a best-selling romance and mystery writer. She has written more than 100 books that are available in over 20 countries. Read the interview with Sherryl below and take turns role-playing the interviewer (I) and the author (SW). For this 5-minute conversation, complete the questions with the words in the parentheses using the correct past tense form.

I: (When / you / write) _____ your first book?

SW: In 1980. It came out in 1982.

I: (you / always / want) _____ to be a writer?

SW: No, I didn't. For many years I wanted to be a graphic artist.

I: (be / you) _____ always good at writing?

SW: Well, my first grade teacher wrote "Sherryl is good at everything except making up stories."

I: (you / like) _____ your first grade teacher?

SW: I can't remember.

I: (when / you / start) _____ to write?

SW: After I graduated from college, I became a journalist.

I: (how long / you / work) _____ as a journalist?

SW: I worked for newspapers for 14 years.

I: (why / you / start) _____ writing romance novels?

SW: Romances were new when I started. I read one and said "I can do this, too!"

I: (who / help / you) _____ the most?

SW: My agent did. She was there for me from the beginning.

I: (how / you / feel) _____ when your books became popular?

SW: I felt terrific. I remember the first time I saw someone with my book. I said, "That's my book." The woman looked at me and said "No, it's mine." I said "No, no, no, it's my book. I wrote it."

2. Read the following article and complete the sentences with the correct simple past tense form of the words in parentheses.

Recluse Leaves Millions

Anne Schreiber (be) _____ a recluse. Recluses live apart from other people.

Anne Schreiber never (marry) _____. She also never (have) _____

close friends. She (live) _____ alone in a tiny studio apartment and

(wear) _____ the same outfit every day: a black coat and a black hat. For

many years she (work) _____ for the tax department of the U.S.

government. She (be) _____ an auditor. She (make) _____ sure

people paid their taxes. However, she (like / not) _____ to pay taxes.

She (like / not) _____ to pay anything.

As a young woman, Anne (follow) _____ the suggestions of a brother

and (invest) _____ all her money into his company. His company (go)

_____ bankrupt, and she (lose) _____ her life savings. She

(forgive / not) _____ her brother. Anne (start) _____ investing

again in 1944 when she (be) _____ 49 years old. This time she (use)

_____ her own ideas. By investing well, she (turn) _____

\$5,000 into \$22,000,000. She (do) _____ better than the biggest

businessman. But she (want / not) _____ her relatives to know she

had so much money because she (want / not) to give them any of it. And she

didn't. Anne Schreiber (die) _____ in 1995 at the age of 101. She (leave)

_____ her money to universities to help poor, bright women get an

education.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Quizzes

Written homework

Class Performance

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

Answer questions

Skill practice

Required reading

Problem solving activities

Estimated Independent Study Hours per Week: 5

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Samuela Eckstut-Didier. Focus on Grammar 2B: Workbook. Fourth ed. Pearson , 2012.

Irene E. Schoenberg. Focus on Grammar 2B: Textbook . Fourth ed. Pearson, 2012.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Prerequisites (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
Non-Course Recommended Preparation or qualification by assessment	Students enter ESL 02C by two methods: first, they may enroll in the course if they have completed the prerequisite courses. Second, they may enroll in the course if they have been assessed by placement staff to possess the required skills. Both methods ensure that students have the skills necessary to succeed in ESL 02C. Students who have been assessed to have the required entry skills, or who successfully have completed the prerequisite courses, have a greatly enhanced chance of success.
Course Recommended Preparation AND English as a Second Language-02A	
Course Recommended Preparation AND English as a Second Language-02B	
Course Recommended Preparation English as a Second Language-03C	

D. Recommended Skills

Recommended Skills
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. ESL 02B - 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.
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 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.
Apply rules for the use of simple articles with countable nouns and for proper nouns in conversation and written sentences. ESL 02A - Apply rules for the use of simple articles with countable nouns and for proper nouns in

conversational and written sentences.

Apply rules for the placement of descriptive adjectives and prepositions of place in conversation and written sentences. ESL 02A -

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

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:

LAST BOARD APPROVAL DATE: 12/19/2016

Last Reviewed and/or Revised by Lavonne Plum on 09/09/2016

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