



El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

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

Course Disciplines: ESL

Division: Humanities

Catalog Description: This Level IV conversation and grammar course provides focused practice on English grammar forms and structures through listening, speaking, reading, and writing activities. Emphasis is on count and non-count nouns, including quantifiers; modals expressing advice, requests, desires, offers, and necessity; and the comparison forms of adjectives and adverbs.

Conditions of Enrollment:

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

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

Grading Method: No Grade Non
Credit Status 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 listening skills related to native speakers' utterances that contain some unfamiliar vocabulary without much difficulty.
2. Students will demonstrate understanding of the essential points when engaged in controlled conversation on topics such as narration of factual material, description, or topics that involved familiar fields of knowledge with lack of fluency.
3. Students will participate in face-to-face or telephone conversations on familiar topics containing complex grammatical structures such as perfect tenses, passive voice, or some adverbial clauses; search for appropriate word choice or grammatical accuracy may inhibit communication and limit fluency.

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. Apply rules for count and noncount nouns and quantifiers in the context of a given situation or exercise.
Performance exams
2. Select and use, in conversation and in writing, appropriate modals of necessity, request, desire, and advice.
Class Performance
3. Analyze and select an appropriate comparative or superlative adjective or adverb in response to an oral or written statement.
Written homework
4. Distinguish the difference in the usage of "too" and "enough" in the context of a given situation.
Completion
5. Analyze and use the appropriate article in response to a written statement.
Class Performance
6. Demonstrate the ability to modify verbs with appropriate adverbs of manner in conversation and writing.
Class Performance
7. Use appropriate word orders when adverbs of frequency are used with the verb

"to be" and action verbs in the simple present tense.

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	15	I	Count and Noncount Nouns; Quantifiers; Articles
Lecture	10	II	Modals of Frequency A. How much B. How many C. Enough
Lecture	10	III	The adverb "too" A. Too much B. Too many C. Too little D. Too few E. Too + adjective
Lecture	5	IV	Modals of Advice A. Should B. Ought to C. Had better
Lecture	5	V	Modals of Requests, Desires, and Other Offers A. Would you B. Could you C. Can you
Lecture	5	VI	Words and Phrases of Necessity A. Have to B. Don't have to C. Must D. Mustn't
Lecture	5	VII	A. Adverbs of Manner
Lecture	20	VIII	The Comparative A. Same as B. Different than C. As + adjective + as
Lecture	15	IX	The Superlative

			A. Very B. The best C. The worst D. The most
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:

Rewrite the following short paragraph, correcting mistakes regarding the use of "too much," "too many," "too little," or "too few."

Be prepared to read your paragraph out loud to the class.

The climate here is terrible. It gets too much hot in the summer and too cold in the winter. There's too many snow and ice. Winters are too long. There are too little comfortable days with mild temperatures and blue skies. Also, there's too many air pollution from all the traffic on the streets. I want to move.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. This is a sample of an assignment to assess students' critical thinking skills. It is a conversation between two high school students, Emily and Haley. Students should be able to select appropriately from the following options to complete the conversation: "too," "the same. . . as," "enough," or "very."

Emily: So Haley - what did you decide? Who's your date for the prom?

Haley: I don't have one. I'm not going.

Emily: What do you mean? You know so many cool guys... How about Mike?

Haley: No - he's _____ talkative. When he's around, no one can get a word in edgewise.

Emily: Oh. He *does* talk a lot. Well... how about David? He likes you.

Haley: David? He's way _____ young for me.

Emily: He's in _____ grade as we are. What are you talking about?

Haley: No, Emily. He's a *sophomore*. He's in our Spanish class because he lived in Spain for a while. I can't go with him. People will say I'm a loser if I go with him.

Emily: Well how about Jake? He's old _____, and he's _____ cute.

Haley: He dresses funny.

Emily: Oh come on, Haley, Jake doesn't dress funny. You're just making excuses.

Haley: Ok, Ok. But Jake is _____ good looking and _____ popular. I'm not his type.

Emily: That's not true. My brother says Jake thinks you're awesome.

Haley: Really? All right. I'll tell you the real reason. I can't dance. I'm a klutz. I look like an idiot on the dance floor. So... I'm not going to make a fool of myself.

Emily: Not a problem. Jake is sort of a klutz too. He broke his foot in art class.

Haley: What? *In art class?*

Emily: He tripped over a can of paint. So it'll be perfect. You can go with him and watch the rest of us dance. I'll talk to my brother. Then Jake will ask you. Don't say no.

2. In this 3 to 5 minute exercise, complete the conversation with the phrase "one of the" and the words in parentheses. Use the superlative form of the adjectives and the plural form of the nouns.

1. A: I'm going to be in San Diego. Is the San Diego Zoo a good place to go?

B: I think so. It's (popular / zoo) _____ in the United States.

2. A: I think the peacock is (beautiful / birds) _____ in the world.

B: I agree.

3. A: Can an octopus open a jar?

B: Yes, it can. It's (smart / animal) _____ of its type.

4. A: Are there any good nature shows on TV?

B: Yes. (good / nature show) _____ is on at 8:00PM tonight on the Discovery Channel. I saw the show last month.

5. A: Are you laughing at that gorilla?

B: Yes. He's (funny / animal) _____ in the zoo.

6. A: My son loves dinosaurs. Where can you see dinosaur bones?

B: The Museum of Natural History in New York City has (good / collection)

_____ of dinosaur bones in the world.

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

Skill practice

Required reading

Estimated Independent Study Hours per Week: 5

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

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

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

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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 02D 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. To have a greatly enhanced chance of success in ESL 02D, students must have knowledge of simple past tense and future tense verbs, and count nouns. Both methods of assessment ensure that students have the skills necessary to succeed in ESL 02D.
Course Recommended Preparation AND English as a Second Language-02C	
Course Recommended Preparation English as a Second Language-03D	

D. Recommended Skills

Recommended Skills
Converse in the simple past or future tense as called for in the context of a given situation or exercise. ESL 02C - Converse in the simple present, past, or future tense as called for in the context of a given situation.
Apply rules for the use of the future tense in the context of a given situation. ESL 02C - Demonstrate the ability to apply the word orders appropriate for statements and for questions when using the present, past, and future verb tenses.
Apply rules for count and non-count nouns and quantifiers in the context of a given situation or exercise. ESL 02C - Apply the appropriate pronunciation rules and spelling rules of simple past tense of regular verbs in speaking and writing.
Select and use, in conversation and in writing, nouns, gerunds, and infinitives that complement a given verb. ESL 02C - Identify the contexts where the use of simple present tense is required to express facts, habitual (repeated) actions, and non-action (non-progressive) verbs.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Rebecca Loya and Carmela Aguilar on 10/18/2006.

BOARD APPROVAL DATE: 01/22/2007

LAST BOARD APPROVAL DATE: 12/19/2016

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

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