El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Non-Credit English as a Second Language 07C
Descriptive Title: ESL for Math III

Course Disciplines: English as a Second Language (ESL): Noncredit

Division: Humanities

Catalog Description: ESL for Math III helps students acquire the English necessary for statistics courses offered at El Camino College. Students practice their listening, speaking, reading, and writing skills related to statistical concepts. This course provides ESL support for students who plan to take or who concurrently take Math 67 or Math 150.

Conditions of Enrollment: **Recommended Preparation**
Non-Credit English as a Second Language 03D

Course Length: [X] Full Term [ ] Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week [ ] TBA
Hours Laboratory: hours per week [ ] TBA
Course Units: 0
Min/Max Hours: 54

Grading Method: No Grade
Credit Status Non Credit

Transfer CSU: [X] Effective Date: Proposed
Transfer UC: [X] Effective Date: Proposed

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. Upon completion of the course, students will be able to comprehend basic vocabulary used in statistics courses offered at the college.
2. Upon completion of the course, students will be able to interpret common math problems in statistics courses at the college.
3. Upon completion of the course, students will be able to comprehend class discussions and lectures involving data collection and analysis, descriptive statistics, and graphs.

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. Comprehend common grammatical structures used in statistics problems.

   Objective Exams
2. Correctly use in speech and writing common grammatical structures used in statistics problems.

   Other exams
3. Comprehend vocabulary used in statistics problems.

   Objective Exams
4. Read, write, and pronounce vocabulary involved in the use of data collection, data analysis, graphs, and statistics problems.

   Other exams
5. Comprehend discussions and lectures involving data collection and analysis, descriptive statistics, and graphs.

   No Assessment Selected

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	16	I	Data collection, analysis, and interpretation A. Surveys 1. Yes/no and wh-questions 2. Ways to introduce surveys to participants B. Vocabulary related to anaylsis and interpretation (e.g., population, sample, distribution, etc.)

			C. Types of sampling (e.g., random)
Lecture	16	II	Descriptive statistics vocabulary A. Measures of center (e.g., mean, median, and mode) B. Dispersion (e.g., variance, standard deviation, and range) C. Probability
Lecture	16	III	Distributions, graphs and other displays of data A. Types of graphs B. Verbs explaining trends (e.g., increase, go up, surged, etc.) C. Verbs with adjectives such as "remained steady" D. Prepositions (e.g., "Sales fell by 20%.") E. Adverbs and intensifiers (e.g., steadily, sharply, slightly, etc.) F. Idiomatic phrases indicating tops and bottoms (e.g., "reached a peak") G. Ways to describe distributions
Lecture	6	IV	Common language used in statistics problems A. Verbs such as "test", "interpret", "perform", etc. B. Prepositional phrases such as "for a normal distribution" C. Hypothetical statements (e.g., "If possible, find the probability..." and "Suppose we are interested in the proportion...")
Total Lecture Hours	54		
Total Laboratory Hours	0		
Total Hours	54		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. **PRIMARY METHOD OF EVALUATION:**

Skills demonstrations

B. **TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

A math student took three tests. The mean score of the tests was 82, and the median score was 87. The range was 17. Discuss with a classmate what *mean*, *median*, and *range* mean in this context.

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

1. N/A
2. N/A

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

Performance exams

Objective Exams

Oral exams

Quizzes

Multiple Choice

Completion

Matching Items

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Internet Presentation/Resources
Lecture
Role Play

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
Problem solving activities
Written work

Estimated Independent Study Hours per Week: 3

VII. TEXTS AND MATERIALS

A. **UP-TO-DATE REPRESENTATIVE TEXTBOOKS**
B. **ALTERNATIVE TEXTBOOKS**
C. **REQUIRED SUPPLEMENTARY READINGS**
D. **OTHER REQUIRED MATERIALS**
Instructor-selected materials and instructor-created materials.

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification

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-03D	

D. Recommended Skills

Recommended Skills
Predict content of a reading selection and scan the text to confirm specific information. ESL 03D - Predict content of a reading selection and scan the text to confirm specific information.
Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details. ESL 03D - Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details.
Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts. ESL 03D - Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts.
Use graphic organizers, charts, diagrams, pictures, and context clues to make inferences about texts. ESL 03D - Use graphic organizers, charts, diagrams, pictures, and context clues to make inferences about texts.
Write simple expository paragraphs. a. comparing and contrasting b. cause and effect c. informal letters d. short summaries ESL 03D - Write simple expository paragraphs. a. comparing and contrasting b. cause and effect c. informal letters d. short summaries

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Matthew Kline on 10/17/2016.

BOARD APPROVAL DATE: 05/22/2017

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Lavonne Plum on 10/17/2016

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