



# El Camino College

## COURSE OUTLINE OF RECORD - Approved

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Non-Credit English as a Second Language 08  
**Descriptive Title:** ESL for Medical Terminology

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

**Division:** Humanities

**Catalog Description:** In this high-intermediate ESL course students study key medical terms in anatomy and physiology and vocabulary for diseases, symptoms, procedures, common medical tests, and abbreviations. Emphasis is placed on word parts (prefixes, roots, and suffixes), pronunciation, and spelling. Students practice listening to and reading medical terms as well as utilizing them in writing and in speech. This course provides ESL support for students who plan to take or who concurrently take Medical Terminology I.

**Conditions of Enrollment:** **Recommended Preparation**  
 Non-Credit English as a Second Language 52A

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

**Grading Method:** No Grade  
**Credit Status:** Non Credit

**Transfer CSU:**  Effective Date: Proposed  
**Transfer UC:**  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 demonstrate comprehension of vocabulary related to anatomy, diseases, procedures, medical tests (e.g., X-rays), and abbreviations.
2. Upon completion of the course, students will be able to utilize in writing and speaking vocabulary related to anatomy, diseases, procedures, medical tests, and abbreviations.
3. Upon completion of the course, students will be able to pronounce medical terminology with reasonable accuracy.
4. Upon completion of the course, students will be able to spell correctly the medical terminology covered in the course.

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. Demonstrate comprehension of vocabulary related to anatomy, diseases, symptoms, procedures, and common medical tests such as X-rays, and abbreviations.

Objective Exams

2. Utilize in writing and speech medical vocabulary.

Other exams

3. Demonstrate comprehension of word parts commonly used in medical terminology.

Objective Exams

4. Demonstrate acceptable pronunciation of medical terminology.

Oral exams

5. Correctly spell medical terms.

Other 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	5	I	Basics of Word Parts A. Prefixes

			<ul style="list-style-type: none"> <li>B. Roots</li> <li>C. Suffixes</li> <li>D. Combining roots</li> <li>E. Singular and plural spelling of word roots</li> </ul>
Lecture	10	II	<b>Basics of Medical Terminology</b> <ul style="list-style-type: none"> <li>A. Descriptive terms using word parts</li> <li>B. Eponyms (e.g. Down Syndrome)</li> <li>C. Abbreviations</li> <li>D. Acronyms</li> <li>E. Anatomical position and anatomic terms</li> <li>F. Planes and sections</li> </ul>
Lecture	10	III	<b>Word Parts</b> <ul style="list-style-type: none"> <li>A. Descriptive</li> <li>B. Surgical</li> <li>C. Numbers</li> <li>D. Direction</li> <li>E. Location</li> </ul>
Lecture	10	IV	<b>Pronunciation</b> <ul style="list-style-type: none"> <li>A. Anatomy (e.g., Intergumentary System, Central Nervous System, etc.)</li> <li>B. Diseases</li> <li>C. Procedures</li> <li>D. Medical tests</li> </ul>
Lecture	10	V	<b>Spelling</b> <ul style="list-style-type: none"> <li>A. Anatomy</li> <li>B. Diseases</li> <li>C. Procedures</li> <li>D. Medical tests</li> <li>E. Abbreviations</li> </ul>
Lecture	9	VI	<b>Writing and Reading of topics related to medical terminology</b> <ul style="list-style-type: none"> <li>A. Anatomy</li> <li>B. Diseases</li> <li>C. Procedures</li> <li>D. Medical tests</li> <li>E. Abbreviations</li> </ul>
<b>Total Lecture Hours</b>		54	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		54	

#### **IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS**

##### **A. PRIMARY METHOD OF EVALUATION:**

Other -

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

Working with a classmate, write several sentences describing a patient's medical condition using at least four words we learned in Unit 1. For instance, you can write where the condition is on the patient's body and what symptoms the patient is experiencing. However, do not give a diagnosis. After you have written your sentences, you and your classmate will read them to the rest of the class. Then, the class will guess what the correct diagnosis is.

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

1. N/A

2. N/A

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

Objective Exams

Oral exams

Other exams

Quizzes

Class Performance

Multiple Choice

Completion

Matching Items

#### **V. INSTRUCTIONAL METHODS**

Demonstration

Discussion

Group Activities

Lecture

Multimedia presentations

Role Play

Simulation

**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

Required reading

Written work

Observation of or participation in an activity related to course content

**Estimated Independent Study Hours per Week: 3**

## **VII. TEXTS AND MATERIALS**

### **A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

### **B. ALTERNATIVE TEXTBOOKS**

### **C. REQUIRED SUPPLEMENTARY READINGS**

"Medical Terminology: A Programmed Systems Approach," 10th Edition  
by Jean Tannis Dennerll and Phyllis E. Davis. Thomson Delmar Learning

### **D. OTHER REQUIRED MATERIALS**

Teacher-selected and teacher-generated materials

## **VIII. CONDITIONS OF ENROLLMENT**

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

<b>Requisites</b>	<b>Category and Justification</b>
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### **B. Requisite Skills**

<b>Requisite Skills</b>
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### **C. Recommended Preparations (Course and Non-Course)**

<b>Recommended Preparation</b>	<b>Category and Justification</b>
Course Recommended Preparation English as a Second Language-52A	

### **D. Recommended Skills**

<b>Recommended Skills</b>
Demonstrate reading comprehension within a variety of time limitations.
Identify and explain main ideas through skimming, as well as distinguish main ideas from supporting details in simple prose passages.
Increase academic vocabulary through vocabulary building activities.
Distinguish how specific sentence skills, for example, word order patterns, assist in clarifying meaning within a simple prose passage.
Compose paraphrases and summaries of introductory-level reading selections, with the inclusion of a response that endorses or challenges the writer's opinion.

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
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**Course created by Matthew Kline on 11/17/2016.**

**BOARD APPROVAL DATE: 05/22/2017**

**LAST BOARD APPROVAL DATE:**

**Last Reviewed and/or Revised by Lavonne Plum on 11/17/2016**

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