



El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Noncredit English as a Second Language 51A
Descriptive Title: Introduction to English in Conversation

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

Division: Humanities

Catalog Description: This introductory course is designed to increase a student's English-speaking and comprehension skills in a supportive atmosphere. The course includes cross-cultural communication topics, role play and other small group activities, introduction to common American idioms and expressions, pronunciation exercises designed to improve intelligibility, and listening comprehension practice. The content of NESL 51A, a noncredit course, is identical to the content of ESL 51A, a credit course. NESL 51A shall be offered with ESL 51A as a dual-roster course.

Conditions of Enrollment: **Recommended Preparation**
 Qualification by assessment

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: Pass / No Pass
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 plan and deliver a 3-5 minute speech on a beginning-level topic.
2. Students will use relatively comprehensible pronunciation and stress patterns.
3. Students will respond appropriately to questions about a familiar topic.
4. Students will demonstrate comprehension of a beginning-level listening passage.

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. Employ basic idioms with accuracy and appropriateness.
Multiple Choice
2. Explain and interpret simple directions using a map for reference.
Performance exams
3. Ask for clarification and check that a conversational message has been understood.
Performance exams
4. Effectively communicate in everyday life situations using appropriate vocabulary.
Performance exams
5. Respond appropriately to requests for personal information in a job interview or similar setting.
Performance exams
6. Recognize phonemic differences in most American vowels and consonants.
Multiple Choice
7. Increase intelligibility of spoken English based on intonation, stress, and phonemic awareness.
Performance exams
8. Maintain a conversation about topics such as interests and hobbies, holidays and celebrations, or plans for the future.
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	1	I	Displaying basic course comprehension A. Understanding the syllabus. B. Introducing oneself to fellow students.
Lecture	5	II	Asking and answering questions using appropriate grammatical form and intonation A. <i>WH</i> - questions. B. Yes/No questions.
Lecture	5	III	Discussing United States and World Geography
Lecture	7	IV	Comprehending spatial geography A. Describing locations. B. Giving spatial directions using a map.
Lecture	5	V	Pronouncing stressed and unstressed vowels such as <i>can</i> versus <i>can't</i>
Lecture	5	VI	Pronouncing numbers such as <i>13</i> versus <i>30</i> ; reading large numbers
Lecture	5	VII	Describing common symptoms and talking to a doctor
Lecture	7	VIII	Explaining interests, hobbies, or cultural topics
Lecture	8	IX	Discussing job skills and employment issues
Lecture	14	X	Pronouncing vowels correctly A. Troublesome vowels B. Vowel contrasts C. Examples: bat, but, beet/bit, and book/boot.
Lecture	14	XI	Pronouncing consonants A. Troublesome consonants B. Consonant contrasts C. Examples: <i>l/r</i> , <i>b/v</i> , and <i>th</i>
Lecture	7	XII	Applying appropriate strategies for conversational tasks A. Asking for clarification B. Softening requests C. Expressing polite disagreement
Lecture	2	XIII	Using thought groups and appropriate sentence stress in reading
Lecture	5	XIV	Making a short speech to explain a process
Total Lecture Hours		90	
Total Laboratory		0	

Hours	
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:

Give a 3-4 minute speech where you tell about how a holiday is celebrated in your country. Describe special practices, foods, clothing, etc. that are part of this event. Explain how this celebration or event will help other people understand your country's culture and values.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. 1. Give a 3-5 minute speech on the following topic: you have been living in Southern California for at least 4 months. What is your advice for someone who is planning to come here to work or study for an extended period of time (longer than a month)?
First, tell what your topic is going to be. Then, give 3 or 4 specific pieces of advice for making this person's stay here a little easier and a little more comfortable. You can tell a short, detailed story to show that each piece of your advice is helpful. At the end of your speech, tell why following your advice is important and helpful.

2. N/A

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Class Performance

Multiple Choice

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
- Skill practice
- Problem solving activities

Estimated Independent Study Hours per Week: 2

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Michael McCarthy et al.. Touchstone 2. 2nd ed. ed. Cambridge, 2014.
 Judy B. Gilbert. Clear Speech. 4th ed ed. Cambridge, 2012.

B. ALTERNATIVE TEXTBOOKS

Judith Tanaka and Paul Most. Interactions 1: Listening and Speaking. 6th ed. ed. McGraw-Hill, 2012.
 Ann Baker and Sharon Goldstein. Pronunciation Pairs. 2nd ed. ed. Cambridge, 2008.

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

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Course Recommended Preparation	

D. Recommended Skills

Recommended Skills
Ability to answer basic conversational questions such as "Where do you live?" and "What do you like to do in your free time?"

Ability to demonstrate basic literacy skills in English as assessed by the ESL Assessment.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created 09/01/2017.

BOARD APPROVAL DATE: 11/20/2017

LAST BOARD APPROVAL DATE: 03/26/2018

Last Reviewed and/or Revised by Matthew Kline on 09/01/2017

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