



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	NESL
<b>Course Number:</b>	11
<b>Descriptive Title:</b>	English Support Course
<b>Division:</b>	Humanities
<b>Department:</b>	English as a Second Language
<b>Course Disciplines:</b>	English as a Second Language
<b>Catalog Description:</b>	<p>This noncredit course is designed to help non-native speakers of English with the reading, writing, listening, and speaking skills necessary for success in a content course at El Camino College. Students will learn how to use content-specific vocabulary and grammatical structures so that they can participate in course lectures, labs, and group activities as well as comprehend content-specific texts, lectures, and instructions. They will also learn writing skills germane to the content area such as lab reports, essays, and research papers.</p> <p>Note: The content of this course varies depending upon the content-area course it supports.</p>
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	ESL 51B, ESL 52B, and ESL 53B
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	12
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	12
<b>Course Units:</b>	0
<b>Grading Method:</b>	Pass/No Pass only
<b>Credit Status:</b>	Non Credit
<b>Transfer CSU:</b>	No
<b>Effective Date:</b>	
<b>Transfer UC:</b>	No
<b>Effective Date:</b>	
<b>General Education:</b>	ECC
<b>Term:</b>	

	<b>Other:</b>
	<b>CSU GE:</b>
	<b>Term:</b>
	<b>Other:</b>
	<b>IGETC:</b>
	<b>Term:</b>
	<b>Other:</b>
<b>Student Learning Outcomes:</b>	<p><b>SLO #1</b></p> <p>Use target vocabulary in discussions in the content-area course.</p> <p><b>SLO #2</b></p> <p>Respond in writing to readings, instructions, and/or assignments based on concepts and texts used in the content-area course, and demonstrate basic competency in the conventions of standard written English.</p> <p><b>SLO #3</b></p> <p>Communicate orally with peers and instructors in order to successfully participate and complete assignments required in the content-area course.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Apply reading strategies in order to comprehend content-area texts.</li> <li>2. Apply new vocabulary related to the content area in speech and writing.</li> <li>3. Interpret exam questions typical in the content-area course.</li> <li>4. Comprehend verbal information and instructions typical of the content-area course.</li> <li>5. Utilize appropriate grammatical forms on written assignments.</li> <li>6. Effectively communicate on assignments and class discussions typical of the content-area course.</li> </ol>
<b>Major Topics:</b>	<p><b>I. Reading from the content-area course: (3.5 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Utilizing reading strategies for comprehension of texts.</li> <li>B. Summarizing and paraphrasing by identifying main ideas and their support.</li> <li>C. Acquiring new vocabulary, including collocations, idioms, and field-related terminology in context.</li> <li>D. Acquiring a knowledge of sentence structures typically used in content-area texts.</li> </ol>

	<p><b>II. Writing Skills typically required in the content-area course (3.5 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Producing clearly written short answers to questions in texts and on tests.</li> <li>B. Responding to readings by summarizing or paraphrasing content, analyzing the concepts presented, and expressing opinions on the material clearly.</li> <li>C. Using target vocabulary derived from content-area material into writing.</li> <li>D. Applying selected grammatical skills and organizational techniques as appropriate to typical assignments in the content-area course.</li> </ul> <p><b>III. Oral Communication (3.5 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Comprehending information and following verbal instructions given in the content-area course.</li> <li>B. Communicating with other students in group work and class projects typical of the content-area course.</li> <li>C. Pronouncing target vocabulary.</li> <li>D. Utilizing grammatical structures commonly used in the content-area course.</li> </ul> <p><b>Study Skills in English (1.5 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Taking notes from lectures, texts and other assigned activities.</li> <li>B. Interpreting exam questions typical in the content-area course by using appropriate strategies</li> </ul>
<b>Total Lecture Hours:</b>	12
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	12
<b>Primary Method of Evaluation:</b>	3) Skills demonstration
<b>Typical Assignment Using Primary Method of Evaluation:</b>	<p>This typical assignment is for NESL 11 students preparing to take a science lab course.</p> <p>In your chemistry class you will be asked to calculate the vapor pressure of water at a particular temperature. In order to do this correctly, you will need to know the following terms: calculate, boiling point, and vaporization.</p> <p>Look up in a dictionary what each term means. Then, write each term's meaning in your own words on a piece of paper. Finally, after you have written each term's meaning, use Google Images to choose a picture that illustrates the meaning of each term. Print each picture and then share the pictures you choose with a classmate.</p>
<b>Critical Thinking Assignment 1:</b>	<p>This critical thinking assignment is for NESL 11 students preparing to enter the pharmacy technician program.</p> <p>You and a classmate are going to make a dialogue between two pharmacist technicians. In your dialogue discuss the prescription for a customer and use at least six pharmacy abbreviations that we have learned in this class. When you are finished making the dialogue, you and your classmate will present it to the class. Below is an example dialogue that uses six abbreviations.</p> <p><b>Example:</b></p>

	<p>A: What is the prescription for Mrs. Wilson?</p> <p>B: She needs to take 250 <b>mg</b> of amoxicillin.</p> <p>A: What are the directions?</p> <p>B: <b>ii tab po t.i.d. x 7d</b></p> <p>A: Okay, I got it. Thanks.</p>
<b>Critical Thinking Assignment 2:</b>	<p>This critical thinking assignment is for NESL 11 students preparing to take a statistics course.</p> <ol style="list-style-type: none"> <li>1. Create a short survey of at least two survey items.</li> <li>2. Make sure your survey measures discrete data and continuous data.</li> <li>3. After you have created your survey, conduct the survey by asking at least five classmates the survey questions.</li> <li>4. After you have conducted the survey, share two results from the survey with the rest of the class and state whether the results contain discrete data or continuous data.</li> </ol>
<b>Other Evaluation Methods:</b>	Class Performance, Completion, Embedded Questions, Essay Exams, Homework Problems, Journal kept throughout course, Laboratory Reports, Matching Items, Multiple Choice, Objective Exam, Oral Exams, Performance Exams, Presentation, Quizzes, Reading Reports, True/False, Written Homework
<b>Instructional Methods:</b>	Demonstration, Discussion, Field trips, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
<b>If other:</b>	
<b>Work Outside of Class:</b>	Answer questions, Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	<b>Textbooks from the content-area course may be utilized.</b>
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	<b>Instructor-selected and instructor-created materials and handouts</b>
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	

<p><b>Requisite and Matching skill(s):</b> <b>Bold the requisite skill. List the corresponding course objective under each skill(s).</b></p>	
<p><b>Requisite Skill:</b></p>	
<p><b>Requisite Skill and Matching Skill(s):</b> <b>Bold the requisite skill(s). If applicable</b></p>	
<p><b>Requisite course:</b></p>	<p>ESL 51B</p> <p>ESL52B</p> <p>ESL53B</p>
<p><b>Requisite and Matching skill(s):</b> <b>Bold the requisite skill. List the corresponding course objective under each skill(s).</b></p>	<p><b>Students who have developed skills in note-taking, conversing with others and writing skills will enhance their chances for success in this class.</b></p> <p><b>Skill: Conversation skills</b></p> <p>ESL 51B: Apply culturally appropriate conversation techniques, such as asking for clarification or politely disagreeing.</p> <p>ESL 51B: Identify the main ideas of a lecture, podcast, movie, or other oral presentation and record the information through note-taking.</p> <p>ESL 51B: Express opinions, explain ideas, defend viewpoints, and support ideas verbally.</p> <p><b>Skill: Basic reading skills</b></p> <p>ESL 52B: Apply basic reading skills such as skimming, scanning, reading for comprehension, and critical reading in academic, personal, and professional situations.</p> <p>ESL 52B: Distinguish between main ideas and supporting details of reading passages by identifying and understanding transition/signal words and organizational patterns.</p> <p><b>Skill: Basic writing skills</b></p> <p>ESL 53B: Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>ESL 53B: Demonstrate adequate control of sentence boundaries, spelling, and mechanics in writing.</p> <p>ESL 53B: Avoid major grammatical errors in writing.</p>
<p><b>Requisite Skill:</b></p>	
<p><b>Requisite Skill and Matching skill(s):</b> <b>Bold the requisite skill. List the corresponding</b></p>	

<b>course objective under each skill(s). If applicable</b>	
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Matt Kline
<b>Date:</b>	
<b>Original Board Approval Date:</b>	9/26/2019
<b>Last Reviewed and/or Revised by:</b>	Matt Kline
<b>Date:</b>	03/26/2022
<b>Last Board Approval Date:</b>	06/20/2022