



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	NESL
Course Number:	604
Descriptive Title:	ESL Integrated Skills, Intermediate High
Division:	English as a Second Language
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
Catalog Description:	<p>This is a four-skill language course using topics and information sources related to student need. Students will build English fluency in reading, writing, listening, and speaking by acquiring new vocabulary and applying learned grammatical structures. In this course, students will apply learned language skills to access community resources and become active community participants. Language practice is focused on helping students navigate the many ins and outs of their communities. Civics topics will be chosen each term based on the needs of the students.</p> <p>Note: This is an open entry/open exit course.</p>
Prerequisite:	
Co-requisite:	
Recommended Preparation:	NESL 603 or qualification by assessment
Enrollment Limitation:	
Hours Lecture (per week):	6
Hours Laboratory (per week):	0
Outside Study Hours:	12
Total Course Hours:	108
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Non Credit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education:	ECC
Term:	
Other:	

CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Paragraph Composition</p> <p>Produce a 2-3 paragraph composition based on a topic covered in class.</p> <p>SLO #2 Oral Summarization</p> <p>Orally summarize the main point and a few details of material learned about in class.</p> <p>SLO #3 Application of Community Resources</p> <p>Examine and apply community resources to a societal issue or problem.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Comprehend most face-to-face speech in English on familiar topics. 2. Express oneself clearly in English in most spoken encounters. 3. Identify main ideas and supporting details when reading an extended passage on new information. 4. Write sequenced, multiple paragraphs on a familiar topic. 5. Examine resources that address social realities and needs. 6. Identify everyday problems and categorize solutions.
Major Topics:	<p>.Language functions (40 hours, lecture)</p> <p>A. Listening and speaking</p> <ol style="list-style-type: none"> 1. Types of listening activities <ol style="list-style-type: none"> a. Announcements and commercials b. News excerpts c. Recorded conversations on familiar and unfamiliar topics d. Lectures 2. Listening comprehension <ol style="list-style-type: none"> a. Understanding main idea b. Comprehending supporting details c. Listen for grammatical cues <ol style="list-style-type: none"> i. Unstressed endings

ii. Inflection

iii. Function words

d. Listening for key terms

e. Note taking

3. Types of speaking activities

a. Transactional communication

i. Asking for help

ii. Seeking information

iii. Making requests

iv. Explaining needs

b. Interpersonal communication

i. Greeting

ii. Apologizing

iii. Participating in small talk with open and close ended questions

iv. Proper leave-taking

v. Clarifying meaning

c. Academic communication

i. Participating in class discussions

ii. Presenting information

iii. Answering questions

iv. Paraphrasing and summarizing

4. Developing speaking skills

a. Communicative competence

b. Building fluency

c. Vocabulary development

d. Idiomatic expressions

B. Reading and writing

1. Types of reading activities

- a. Academic texts
- b. Literary texts

2. Reading comprehension

- a. Previewing text
- b. Skimming and scanning
- c. Identifying main ideas and supporting details
- d. Exploring key vocabulary
 - i. Context clues
 - ii. Dictionary skills

3. Critical thinking skills

- a. Identifying the problem or issue
- b. Defining the context
- c. Enumerating the choices
- d. Analyzing the options
- e. Listing reasons explicitly

4. Types of writing activities

- a. Personal writing
- b. Academic writing
 - i. Paragraph structure
 - ii. Summary writing
 - iii. Reader response

c. Business writing

5. Developing writing skills

- a. Sentence types

b. Combining sentences

c. Prewriting strategies

d. Editing and revising

e. Transitions

II. Language forms (40 hours, lecture)

A. Grammatical structures

1. Verb system

a. Tenses

i. Simple

ii. Continuous

iii. Perfect

b. Modal auxiliaries

i. Present and future modals

ii. Passive modals

iii. Past modals

iv. Conditional sentences

v. Infinitives and gerunds

c. Comparative forms

d. Clause structure

e. Habitual past

f. Quantifiers

B. Pronunciation

1. Sounds

2. Intonation

3. Rhythm

4. Reduced speech

5. Linking

6. Word stress

III. English language and civics (18 hours, lecture)

A. Introduction to civics education

1. Understand the definition and purpose of civics education

2. Evaluate the different civics topics

3. Demonstrate awareness of and sensitivity to differences between people's backgrounds

B. Possible civics topics

1. Personal finance

a. Putting together a budget

b. Being a smart consumer

c. Interpreting credit card and loan information

d. Describing bank services

e. Communicating with bank personnel

2. Housing

a. Reading housing advertisements

b. Comparing types of housing

c. Interpreting mortgage information

3. Community resources

a. Comparing community resources

b. Identifying volunteer opportunities

c. Describing community issues

d. Identifying ways to improve a community

4. Health and nutrition

a. Examining health habits

- b. Describing symptoms
- c. Interpreting doctor's instructions
- d. Completing a health insurance form
- e. Identifying good eating behaviors
- f. Creating a healthy meal plan

5. Safety

- a. Identifying types of natural disasters
- b. Reporting a medical emergency
- c. Communicating in a 911 emergency
- d. Interpreting safety instructions

6. Understanding the law

- a. Identifying different misdemeanors
- b. Comprehending courtroom and legal vocabulary
- c. Communicating with law enforcement
- d. Interpreting the rules of the road
- e. Responding to a traffic violation

7. Education

- a. Interpreting school rules and procedures
- b. Communicating with school personnel
- c. Requesting information or help from school
- d. Developing an education plan
- e. Comparing long and short term goals
- f. Identifying steps to reach a goal

8. Getting a job

- a. Making a skills inventory
- b. Searching for a job

	<p>9. Effective employee behaviors</p> <ul style="list-style-type: none"> a. Contrasting workplace behaviors b. Comprehending workplace expectations d. Interpreting work safety regulations e. Filling out an accident report <p>10. Civic responsibility</p> <ul style="list-style-type: none"> a. Interpreting civic duties b. Applying for services c. Identifying community problems d. Examining the electoral process e. Identifying immigrants' rights <p>IV. Workforce and higher education preparation (10 hours, lecture)</p> <p>A. Digital literacy skills</p> <ul style="list-style-type: none"> 1. Navigate a website to find needed information 2. Navigate a learning management system to participate in online coursework 3. Create a word-processing document 4. Develop a presentation using presentation software 5. Conduct an online search 6. Fill out online forms 7. Apply online communication etiquette guidelines 8. Communicate requests, inquiries and responses via email 9. Utilize apps for communication
Total Lecture Hours:	108
Total Laboratory Hours:	0
Total Hours:	108

Primary Method of Evaluation:	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	We have read and discussed Frank Stockton's "The Lady or the Tiger?" As you know, Stockton did not tell readers what happens after the princess gives a signal to her lover. Readers do not know if the young man opens the door on the right and what is behind that door. Pretend you are Stockton and write at least one paragraph of five to ten sentences continuing the story.
Critical Thinking Assignment 1:	Create a T-Chart with one side of the paper labeled "Questions Employers Ask" and the other side labeled "Questions Applicants Ask". Using questions dictated by the instructor, (e.g. What is the salary? When can I start? What are your skills?), write the dictated questions in the appropriate columns. Afterwards, work in pairs or groups to add your own questions to the list. Hold a group discussion of the questions. Then, with your classmates role play a job interview using the questions you have created.
Critical Thinking Assignment 2:	Research a topic of interest (e.g. how to get a job, how to volunteer, how to apply to college). Write a paragraph describing the process you researched using appropriate transition words (e.g. first, next, then, finally).
Other Evaluation Methods:	Completion, Embedded Questions, Essay Exams, Homework Problems, Matching Items, Multiple Choice, Objective Exam, Oral Exams
Instructional Methods:	
If other:	
Work Outside of Class:	Answer questions, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Bitterlin, G., et al. <i>Ventures 4</i> , 3rd edition. Cambridge University Press, 2018. (Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	

Requisite course:	NESL 603
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Be able to comprehend short reading passages. NESL 603 - Interpret short narratives and descriptive passages on familiar topics.
	Be able to write a coherent and unified paragraph. NESL 603 - Write related sentences to form a paragraph on a given topic.
	Be able to comprehend aurally spoken English about familiar topics. NESL 603 - Interpret listening passages on familiar topics containing previously learned vocabulary and sentences.
	Be able to respond to questions about basic needs orally. NESL 603 - Respond appropriately to questions related to basic needs in face-to-face encounters.
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	2/7/2023
Original Board Approval Date:	3/20/2023
Last Reviewed and/or Revised by:	Matthew Kline
Date:	03/15/2024
Last Board Approval Date:	06/17/2024
Effective Term:	FA 2024