



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	NESL
Course Number:	605
Descriptive Title:	ESL Integrated Skills, Advanced
Division:	English as a Second Language
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
Catalog Description:	<p>This advanced, multi-skills course is designed to improve the English language skills of non-native speakers. The course focuses on listening, speaking, reading, and writing. The skills taught in this course prepare students to transition to post-secondary education and to function effectively as community members, parents, and participants in the workforce.</p> <p>Note: This is an open entry/open exit course.</p>
Prerequisite:	
Co-requisite:	
Recommended Preparation:	NESL 604 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 3-5 paragraph composition based on a learned topic.</p> <p>SLO #2 Oral Summarization</p> <p>Orally summarize the main point and important details of material learned about in class.</p> <p>SLO #3 Societal Issue Analysis</p> <p>Analyze a societal issue or problem and evaluate possible solutions.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Comprehend face-to-face and recorded speech on familiar and unfamiliar topics. 2. Communicate orally without the need for much clarification in formal and informal speaking situations. 3. Comprehend the main idea and supporting details when reading authentic materials. 4. Communicate with increased fluency and minimal errors in extended, multiple-paragraph writing. 5. Interpret resources that address social realities and needs. 6. Identify everyday problems and analyze and recommend solutions.
Major Topics:	<p>I. 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. Lectures b. Newscasts c. Conversations d. Speeches 2. Listening comprehension <ol style="list-style-type: none"> a. Differentiating between main ideas and details b. Recognizing organizational cues c. Recognizing register (formal or informal) d. Note taking

e. Guessing and predicting

f. Making inferences

3. Types of speaking activities

a. Transactional communication

i. Seeking information

ii. Using formal and informal registers

b. Interpersonal communication

i. Clarifying meaning

ii. Participating in class discussions

4. Developing speaking skills

a. Communicative competence

i. Grammatical competence

ii. Sociolinguistic competence

b. Improving fluency

B. Reading and Writing

1. Types of reading activities

a. Academic texts

b. Literary texts

2. Reading comprehension

a. Interpreting both authentic and edited materials

b. Differentiating between main ideas and supporting details

c. Defining new words in context

d. Summarizing reading passages

e. Making inferences

f. Text analysis

3. Types of writing activities

- a. Personal writing
- b. Academic writing
 - i. Essay structure
 - ii. Rhetorical modes (argument, comparison, and narrative)
 - iii. Summarizing and paraphrasing
- c. Business writing

4. Developing writing skills

- a. Writing process
- b. Combining sentences
 - i. Complex sentences
 - ii. Compound sentences
 - iii. Complex-compound sentences

II. Language forms (40 hours, lecture)

A. Grammatical structures

1. Verb system

- a. Tenses
 - i. Continuous
 - ii. Perfect
 - iii. Perfect Progressive

b. Modal auxiliaries

c. Unreal conditional statements

d. Passive voice

2. Clauses

a. Adjective clauses

b. Adverb clauses

3. Indirect speech

4. Count and noncount nouns

5. Article usage

6. Phrasal verbs

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. Possible civics topics

1. Goal setting

a. Identifying learning styles

b. Comparing career paths

c. Prioritizing goals

2. Personal finance

a. Organizing finances

b. Strategizing how to reduce debt and save money

c. Maintaining good credit

d. Protecting against identity theft

3. Automobiles

a. Purchasing a car

b. Maintaining and repairing a car

c. Interpreting an auto insurance policy

d. Understanding the rules of the road

4. Housing
 - a. Interpreting rental agreements
 - b. Identifying tenant and landlord rights
 - c. Preventing theft
5. Reporting crimes
 - a. Identifying types of crimes
 - b. Interpreting rights
 - c. Communicating with officers of the law
6. Health and nutrition
 - a. Promoting mental and physical well-being
 - b. Describing medical problems
 - c. Matching medical specialists and conditions
 - d. Understanding medical bills and insurance coverage
 - e. Assessing first aid procedures
 - f. Understanding the food pyramid
 - g. Identifying the elements of a balanced diet
 - h. Analyzing food choices
7. Getting a job
 - a. Interpreting job advertisements
 - b. Interview do's and don'ts
 - c. Writing a resume
 - d. Writing cover letters
8. Advancing on the job
 - a. Identifying soft skills
 - b. Communicating with superiors
 - c. Reading and evaluating a performance review

9. Interacting with schools

- a. Communicating with school personnel
- b. Evaluating absence and tardiness excuses
- c. Interpreting a student performance record

10. Consumer awareness

- a. Conducting research on products
- b. Comparing prices and features
- c. Interpreting warranties
- d. Returning or exchanging products

11. Technology

- a. Identifying the proper uses of technology
- b. Resolving technology problems
- c. Accessing online sources
- d. Identifying ways to stay safe online

12. Safety

- a. Learning about natural disasters
- b. Identifying proper evacuation and safety procedures
- c. Analyzing child safety procedures

13. Civic responsibility

- a. Identifying citizenship requirements
- b. Knowing one's rights
- c. Locating local civic organizations

IV. Workforce and higher education preparation (10 hours, lecture)

A. Digital literacy skills

- 1. Navigating a website and locating needed information

	<ol style="list-style-type: none"> 2. Navigating and utilizing a learning management system to participate in online coursework 3. Creating a word processing document 4. Editing the format of a word processing document 5. Developing and giving a presentation using presentation software 6. Editing layout and design of a presentation 7. Conducting an advanced online search 8. Using digital tools to communicate with classmates and instructors 9. Using collaborative technologies to work with others 10. Using technology to seek feedback and get help 11. Applying online communication etiquette guidelines 12. Communicating requests, inquiries and responses via email 13. Utilizing apps for communication <p>B. The U.S. education system</p> <ol style="list-style-type: none"> 1. K-12 2. Community college 3. Public and private universities <p>C. Career and skills inventory</p>
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:	In 2-3 paragraphs discuss the theme of crossing boundaries in Jhumpa Lahiri's "The Third and Final Continent." Include at least one quote from the passage to support your analysis.
Critical Thinking Assignment 1:	After reading several model narratives, use the writing process to compose a clear 3-4 paragraph personal narrative essay (e.g. a personal statement for college) in appropriate format.

Critical Thinking Assignment 2:	Select a topic of interest to explore (e.g. a future career, a volunteer opportunity, a selected student service on El Camino's campus). Individually or in pairs, identify a knowledgeable "expert" who could provide useful information related to your chosen topic. Generate a list of 5-7 appropriate questions to ask, and prior to approaching the expert, practice interviewing one another. Contact the expert by phone or email to set up an appointment for a brief interview (in-person or by phone, email, or Skype). Interview the selected expert and take notes during the interview. Summarize your findings in an oral 5-7 minute presentation to the whole class or a small group. NOTE: If you are unable to secure an expert interview, you may alternatively attend an El Camino College workshop/event and report your findings orally or in writing.
Other Evaluation Methods:	Objective Exam, Essay Exams, Presentation, Quizzes, Written Homework, Multiple Choice
Instructional Methods:	Lecture, Group Activities, Role play/simulation, Discussion, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Bitterlin, G., et al. <i>Ventures Transitions</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 604
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding	Be able to comprehend extended readings on novel topics

course objective under each skill(s).	<p>NESL 604 - Identify main idea and supporting details when reading an extended passage on new information.</p> <p>Be able to write multiple paragraphs on a given topic.</p> <p>NESL 604 - Write sequenced, multiple paragraphs on a familiar topic.</p> <p>Be able to comprehend spoken English on everyday topics.</p> <p>NESL 604 - Comprehend most face-to-face speech in English on familiar topics.</p> <p>Be able to communicate orally in English about everyday topics.</p> <p>NESL 604 - Express oneself clearly in English in most spoken encounters.</p>
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