



**EL CAMINO COLLEGE**  
**COURSE OUTLINE OF RECORD – Approved**

**General Course Information**

**Subject:** ESL  
**Course Number:** 5 1 A  
**Descriptive Title:** Introduction to English in Conversation  
**Division:** Humanities  
**Department:** English as a Second Language  
**Course Disciplines:** English as a Second Language

**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.

**Conditions of Enrollment:**

**Recommended Preparation:** Qualification by assessment

**Course Length: Full Term**

**Hours Lecture (per week):** 5  
**Hours Laboratory (per week):** 0  
**Outside Study Hours:** 10  
**Total Hours:** 90

**Course Units:** 5

**Grading Method:** Letter Grade only  
**Credit Status:** Credit, non degree applicable

**Transfer CSU:** No      **Effective Date:**  
**Transfer UC:** No      **Effective Date:**

**General Education:**

ECC

**Term:**                      **Other:**

**CSU GE:**

**Term:**                      **Other:**

**IGETC:**

**Term:**                      **Other:**

## **II. Outcomes and Objectives**

### **A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)**

#### SLO #1

Students will plan and deliver a 3-5 minute speech on a beginning-level topic.

#### SLO #2

Students will use relatively comprehensible pronunciation and stress patterns.

#### SLO #3

Students will respond appropriately to questions about a familiar topic.

#### SLO #4

Students will demonstrate comprehension of a beginning-level listening passage.

### **B. Course Objectives (The major learning objective for in this course are listed below)**

1. Employ basic idioms with accuracy and appropriateness.
2. Explain and interpret simple directions using a map for reference.
3. Ask for clarification and check that a conversational message has been understood.
4. Effectively communicate in everyday life situations using appropriate vocabulary.
5. Respond appropriately to requests for personal information in a job interview or similar setting.
6. Recognize phonemic differences in most American vowels and consonants.
7. Increase intelligibility of spoken English based on intonation, stress, and phonemic awareness.
8. Maintain a conversation about topics such as interests and hobbies, holidays and celebrations, or plans for the future.

## **III. Outline of Subject Matter**

**(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)**

### **Major Topics**

#### **I. Displaying basic course comprehension (1 hour, lecture)**

1. Understanding the syllabus.
2. Introducing oneself to fellow students.

#### **II. Asking and answering questions using appropriate grammatical form and intonation (5 hours, lecture)**

1. WH- questions.
2. Yes/No questions.

#### **III. Discussing United States and world geography (5 hours, lecture)**

- A. Continents
- B. Regions

#### **IV. Comprehending spatial geography (7 hours, lecture)**

1. Describing locations.
2. Giving spatial directions using a map.

#### **V. Pronouncing stressed and unstressed vowels (5 hours, lecture)**

- A. Schwa

- B. Can vs. can't

**VI. Pronouncing numbers (5 hours, lecture)**

- A. Reading large numbers
- B. Difficult distinctions (13 vs. 30)

**VII. Describing common symptoms and talking to a doctor (5 hours, lecture)**

- A. Headache, stomachache, etc.
- B. Phrases like "under the weather"

**VIII. Explaining interests, hobbies, or cultural topics (7 hours, lecture)**

- A. Hiking, swimming, etc.
- B. Attending events such as parties

**IX. Discussing job skills and employment issues (8 hours, lecture)**

- A. Soft skills
- B. Job application
- C. Interviews

**X. Pronouncing vowels correctly (14 hours, lecture) Troublesome vowels**

- 1. Vowel contrasts
- 2. Examples: bat, but, beet/bit, and book/boot.

**XI. Pronouncing consonants (14 hours, lecture)**

- 1. Troublesome consonants
- 2. Consonant contrasts
- 3. Examples: l/r, b/v, and th

**XII. Applying appropriate strategies for conversational tasks (7 hours, lecture)**

- 1. Asking for clarification
- 2. Softening requests
- 3. Expressing polite disagreement

**XIII. Using thought groups and appropriate sentence stress in reading (2 hours, lecture)**

- A. Focus words
- B. Intonation

**XIV. Making a short speech to explain a process (5 hours, lecture)**

- A. Using transition words
- B. Considering the audience

<b>Total Lecture Hours:</b>	90
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	90

**IV. Primary Method of Evaluation and Sample Assignments**

**A. Primary Method of Evaluation**

- 3) Skills demonstration

**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**

#### **Critical Thinking Assignment 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)?

#### **Critical Thinking Assignment 2:**

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.

### **D. Other Typical Assessment and Evaluation Methods**

Class Performance, Multiple Choice, Performance Exams

### **V. Instructional Methods**

Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations, Role play/simulation

If other:

***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**

Answer questions, Problem solving activity, Skill practice, Study

If Other:

### **VII. Texts and Materials**

**A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a "discipline standard".)**

Chase, Betty Tarver, et al. Pathways: Listening, Speaking, and Critical Thinking 2. National Geographic Learning, 2018.

Michael McCarthy et al. Touchstone 2. 2nd ed. Cambridge, 2014.  
Textbook Qualifier: Discipline standard

Judy B. Gilbert. Clear Speech. 4th ed. Cambridge, 2012.  
Textbook Qualifier: Discipline standard

**B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a "discipline standard".)**

Ann Baker et. al Pronunciation Pairs 2nd ed. Cambridge, 2008.

Textbook Qualifier: Discipline standard

### **C. Required Supplementary Readings**

## D. Other Required Materials

### VIII. Conditions of Enrollment

**A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

**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).**

**B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

**Requisite:**

**Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable**

**C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

**Requisite course:**

**Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).**

**A student's ability to succeed this this course would be strongly enhanced by having taken adult school ESL: courses at the high-beginning to low-intermediate level or above.**

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

**D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

**Requisite:** Qualification by assessment

**Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable**

**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:**

Course Created by: R. Daniel Houston

Date: 10/25/1977

Original Board Approval Date:

Last Reviewed and/or Revised by: Matthew Kline

Date: 05/06/2021

Last Board Approval Date: 07/19/2021