



El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Non-Credit English as a Second Language 09B
Descriptive Title: ESL for Anatomy and Physiology II

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

Division: Humanities

Catalog Description: This second course in a two-course sequence prepares high-intermediate to advanced ESL students for credit anatomy and physiology courses. Blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive body systems and their functions are covered with reading, writing, speaking, and listening activities. Emphasis on pronunciation and spelling for success in healthcare programs. This course provides ESL support for students who plan to take or who concurrently take Anatomy 30, Anatomy 32, Anatomy and Physiology 34A, and Anatomy and Physiology 34B.

Conditions of Enrollment: **Recommended Preparation**
 Non-Credit English as a Second Language 09A

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 4.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 0
Min/Max Hours: 72

Grading Method: No Grade
Credit Status Non Credit

No
Transfer CSU: No
Transfer UC:

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. Upon completion of the course, students will be able to communicate in writing and speaking with reasonable accuracy concepts and vocabulary related to blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive systems of the body.
2. Upon completion of the course, students will be able to demonstrate aural comprehension of vocabulary related to blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive systems of the body.

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. Utilize vocabulary in writing and speaking related to blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive systems of the body.

Other exams

2. Pronounce with reasonable accuracy vocabulary related to blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive systems of the body.

Oral exams

3. Demonstrate listening comprehension of concepts and vocabulary related to blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive systems of the body.

Objective Exams

4. Spell with reasonable accuracy vocabulary related to blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive systems of the body.

Objective 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	12	I	The Digestive System

			<p>A. Vocabulary</p> <ol style="list-style-type: none"> 1. Upper digestive tract 2. Accessory organs <ol style="list-style-type: none"> i. The liver ii. The gall bladder iii. The pancreas 3. The small intestine 4. The large intestine <p>B. Language practice using content</p> <ol style="list-style-type: none"> 1. Listening and oral fluency 2. Pronunciation 3. Reading 4. Writing <p>C. Spelling</p>
Lecture	12	II	<p>Blood and Body Defenses</p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> 1. Types of blood cells 2. Infectious diseases 3. Body defenses <ol style="list-style-type: none"> i. Innate ii. Adaptive 4. Lymphatic organs <p>B. Language practice using content</p> <ol style="list-style-type: none"> 1. Listening and oral fluency 2. Pronunciation 3. Reading 4. Writing <p>C. Spelling</p>
Lecture	12	III	<p>The Cardiovascular System</p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> 1. The heart 2. Blood pressure 3. Blood vessels 4. Lymphatic vessels <p>B. Language practice using content</p> <ol style="list-style-type: none"> 1. Listening and oral fluency 2. Pronunciation 3. Reading 4. Writing <p>C. Spelling</p>

Lecture	12	IV	<p>The Respiratory System</p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> 1. The upper respiratory tract 2. The lungs 3. Breathing 4. Gas exchange <p>B. Language practice using content</p> <ol style="list-style-type: none"> 1. Listening and oral fluency 2. Pronunciation 3. Reading 4. Writing <p>C. Spelling</p>
Lecture	12	V	<p>The Urinary System</p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> 1. The anatomy of the kidney 2. The physiology of the kidney 3. The ureters 4. The Urinary bladder <p>B. Language practice using content</p> <ol style="list-style-type: none"> 1. Listening and oral fluency 2. Pronunciation 3. Reading 4. Writing <p>C. Spelling</p>
Lecture	12	VI	<p>The Reproductive System</p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> 1. The male reproductive system 2. The female reproductive system <p>B. Language practice using content</p> <ol style="list-style-type: none"> 1. Listening and oral fluency 2. Pronunciation 3. Reading 4. Writing <p>C. Spelling</p>
Total Lecture Hours		72	
Total Laboratory Hours		0	
Total Hours		72	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the questions and then scan the text for answers. When you find the answers, underline them in the text. Then, work with your partner and take turns asking and answering the questions.

1. What two things happen to air in the nasal cavity?
2. Where is the pharynx?
3. What are the two tubes at the end of the pharynx?
4. What happens when air passes across the vocal cords?
5. Why do people have different voices?
6. What is the common word for the trachea?

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. N/A
2. N/A

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Objective Exams

Oral exams

Other exams

Embedded questions

Quizzes

Class Performance

Homework Problems

Multiple Choice

Completion

Matching Items

Presentation

V. INSTRUCTIONAL METHODS

- Demonstration
- Discussion
- Group Activities
- Internet Presentation/Resources
- Lecture
- Multimedia presentations
- Role Play

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
- Required reading
- Problem solving activities
- Written work

Estimated Independent Study Hours per Week: 3

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Judy Meier Penn and Elizabeth Hanson. Anatomy and Physiology for English Language Learners. Pearson Longman , 2006.
Qualifier Text: Discipline standard,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

Teacher-selected and teacher-generated 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

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Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Course Recommended Preparation English as a Second Language-09A	

D. Recommended Skills

Recommended Skills
Demonstrate a knowledge of study skills related to success in college courses. ESL 09A - Demonstrate a knowledge of study skills related to success in college courses.
Communicate in writing and speaking basic concepts of chemistry related to anatomy and physiology. ESL 09A - Communicate in writing and speaking basic concepts of chemistry related to anatomy and physiology.
Communicate in writing and speaking basic concepts of cell biology. ESL 09A - Communicate in writing and speaking basic concepts of cell biology.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Matthew Kline on 11/22/2016.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 06/19/2017

Last Reviewed and/or Revised by Lavonne Plum on 11/22/2016

20321