



El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Noncredit English as a Second Language 51B
Descriptive Title: Intermediate Listening, Speaking, and Pronunciation

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

Division: Humanities

Catalog Description: Students in this course gain greater confidence and skill in listening and speaking English by participating in activities such as listening to mini-lectures and taking notes, presenting impromptu speeches, prepared speeches, and oral reports; conducting surveys and interviews; role playing; and discussing and debating controversial topics. Students improve their pronunciation, intonation and stress, listening comprehension, and knowledge of idiomatic expressions and American culture and humor. The content of NESL 51B, a noncredit course, is identical to the content of ESL 51B, a credit course. NESL 51B shall be offered with ESL 51B as a dual-roster course.

Conditions of Enrollment:

Prerequisite
 Non-Credit English as a Second Language 51A
 with a grade of Pass
 or
 English as a Second Language 51A
 with a minimum grade of C
 or
 qualification by assessment

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 5.00 hours per week TBA
Hours Laboratory: hours per TBA
Course Units: week 0
Min/Max Hours: 90

Grading Method: Pass / No Pass
Credit Status: Non Credit

Transfer CSU: No

Transfer UC: No

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. Students will plan and deliver a 5- to 7-minute speech on an intermediate-level topic.
2. Students will use relatively correct phonemes, stress, and intonation.
3. Students will distinguish phonemic differences in words.
4. Students will demonstrate comprehension of an intermediate-level listening passage.

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. Recognize and practice pronouncing phonemes that approximate standard American pronunciation of English.
Multiple Choice
2. Recognize and use correctly American sentence stress and intonation patterns, including the appropriate use of contractions and reduced forms.
Performance exams
3. Apply culturally appropriate conversation techniques, such as asking for clarification or politely disagreeing.
Performance exams
4. Identify the main ideas of a lecture, podcast, movie, or other oral presentation and record the information through note-taking.
Written homework
5. Prepare and deliver effective oral presentations, with attention to speaking loudly and clearly enough to be understood, making eye contact, avoiding distracting habits, using visuals appropriately, and considering the interests of the audience.
Performance exams

6. Express opinions, explain ideas, defend viewpoints, and support ideas verbally.

Performance 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	1	I	Introductions A. Introducing one's self to others. B. Participating in an informal conversation with peers.
Lecture	1	II	Small-group discussion skills
Lecture	5	III	Informal presentations A. Reviewing a movie.
Lecture	2	IV	Interviews with native speakers of English. A. Preparing questions. B. Conducting the interview.
Lecture	10	V	Group surveys A. Preparing a group survey. B. Conducting a group survey. C. Planning an oral report on a group survey. D. Presenting an oral report on a group survey.
Lecture	15	VI	5- to 7-minute speeches A. Drafting a speech. B. Presenting a speech.
Lecture	10	VII	30-minute debate and panel discussion of controversial topics A. Planning the arguments and counterarguments. B. Conducting the debate and discussion.
Lecture	8	VIII	Short dramas or role-plays A. Rehearsing the drama or role-play. B. Presenting the performance or reading.
Lecture	8	IX	Discussion of American culture A. Comparing with one's native culture. B. Contrasting with one's native culture.
Lecture	20	X	Pronunciation A. Pronouncing phonemes B. Pronouncing longer units of sound, including word-level stress patterns and sentence-level stress patterns.
Lecture	5	XI	Idioms, vocabulary, and collocations

Lecture	5	XII	Note-taking and listening for specific details
Total Lecture Hours	90		
Total Laboratory Hours	0		
Total Hours	90		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Working in a group of five students, choose a survey topic (such as the eating habits of Americans). Write five multiple-choice questions with three possible answers for each question. Outside of class, find ten people to participate in your survey. Ask them your questions and record their answers. In the following class, work with your group to analyze the responses you received. Prepare a graph showing the results, and prepare a five-minute presentation to share your results with the class.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Panel discussion team will present points of view on topics such as euthanasia, global warming, or gun control. Teams will research the topic, and analyze and evaluate information. Each member will present a specific point, and will prepare to answer questions from the audience.
2. Choose a native speaker of English to interview, possibly about his or her career path or another relevant topic. Contact the person to set up an appointment and prepare a list of at least ten questions to ask. After the interview, write up a report in which you explain why you chose this person and what you learned from him or her, and evaluate your ability to ask questions and to understand the responses.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Written homework

Field work

Class Performance

- Multiple Choice
- Completion
- Matching Items
- True/False

V. INSTRUCTIONAL METHODS

- Demonstration
- Discussion
- Group Activities
- Guest Speakers
- Lecture
- Multimedia presentations
- Role Play
- Simulation

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
- Skill practice
- Required reading
- Problem solving activities
- Written work
- Other (specify)
- Conduct library or internet research.
- Watch movies, television shows or other media.

This is a 5-unit course, as modeled after the foreign language courses: what was once 4 hours per week and one hour of listening lab has become 5 "lecture" hours. To reflect that extra hour of work completed during class, we estimate 7 hours of outside of class work, rather than 8 as for a class that meets for 4 hours per week.

Estimated Independent Study Hours per Week: 7

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Evelyn Uyemura, Nitza Llado, and Debbie Mochidome. Pronunciation Celebration. 1st ed. Kendall-Hunt, 2011.

Qualifier Text: Discipline Standard,

B. ALTERNATIVE TEXTBOOKS

Orion, Gertrude. Pronouncing American English. 3rd ed. Heinle, 2011.

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite English as a Second Language-41A or	Sequential
Course Prerequisite English as a Second Language-51A or	Sequential
Non-Course Prerequisite	Upon enrollment at ECC, ESL students must take the Accuplacer assessment, and meet with an ESL placement representative, to assess the level of their English reading and writing skills. Outcomes of these tests are used to place students in the appropriate ESL class for their skill levels, or to refer students to area adult schools for beginning language instruction. Without assessment a student may not enroll in the appropriate class for his/her skill level, and will be highly unlikely to succeed in the course.

B. Requisite Skills

Requisite Skills
Effectively communicate in everyday life situations using appropriate vocabulary NESL 51A - Effectively communicate in every day life situations using appropriate vocabulary.
Maintain a short conversation in English about topics such as interests and hobbies or plans for the future NESL 51A - Maintain a conversation about topics such as interests and hobbies, holidays and celebrations, or plans for the future.
Respond appropriately to requests for personal information in a job interview or similar setting NESL 51A -Respond appropriately to requests for personal information in a job interview or similar setting.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

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Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created 09/04/2017

BOARD APPROVAL DATE: 11/20/2017

LAST BOARD APPROVAL DATE: 03/26/2018

Last Reviewed and/or Revised by Matthew Kline on 09/04/2017

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