



# El Camino College

## COURSE OUTLINE OF RECORD - Approved

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Noncredit English as a Second Language 51C  
**Descriptive Title:** Advanced Listening, Speaking, and Pronunciation

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

**Division:** Humanities

**Catalog Description:** This course provides instruction in listening and speaking, emphasizing oral communication, pronunciation, and idiomatic expressions in a multi-cultural academic setting. Students practice listening to and taking notes on lectures from across the curriculum such as history, business, and science, and other listening material. Students present research-based speeches and participate in group discussions and panel presentations. The content of NESL 51C, a noncredit course, is identical to the content of ESL 51C, a credit course. NESL 51C shall be offered with ESL 51C as a dual-roster course.

**Conditions of Enrollment:**

**Prerequisite**

English as a Second Language 41B  
with a grade of Pass  
or  
English as a Second Language 51B  
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 week  TBA  
**Course Units:** 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 an 8-10 minute, well-organized speech on an advanced-level topic.
2. Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features.
3. Students will select and retain salient information from advanced-level courses.
4. Students will formulate questions and respond appropriately in academic and other advanced-level situations.

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. Select salient information, such as main ideas and supporting details, from academic lectures and other listening comprehension tasks.  
Written homework
2. Demonstrate the ability to meet the expectations of an American college classroom, such as asking and responding to questions, role-playing, leading discussions, team work, and participating in discussions or debates on controversial topics.  
Performance exams
3. Employ appropriate non-verbal aspects of language in the American context, such as eye contact, facial and body gestures, proxemics, and appropriate vocal tone.  
Performance exams
4. Read and transcribe phonetic symbols, demonstrating the ability to pronounce and self-correct American English consonant and vowel sounds, clusters, and stress and intonation patterns.  
Performance exams
5. Demonstrate the ability to self-correct pronunciation errors in the context of various activities.

## Performance exams

6. Select a topic and compose a speech that is well-researched, organized, and supported by well-designed visuals, and presented with the appropriate linguistic and para-linguistic features.

## Performance exams

7. Compare and contrast American customs and values with those of other cultures.

## Written homework

**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	Listening skills and comprehension of specific facts and details A. Dictation, cloze, or similar exercise. B. Listening practice on topics across the curriculum, such as history, business, and psychology (e.g. podcasts, TED talks, etc).
Lecture	8	II	Pronunciation of vowels A. Written practice. B. Aural/oral practice.
Lecture	8	III	Pronunciation of consonants and consonant clusters. A. Written practice. B. Aural/oral practice.
Lecture	4	IV	Rules for stress patterns within words and phrases while reading aloud.
Lecture	8	V	Stress and intonation patterns. A. Aural/oral drills. B. Role-play. C. Other aural/oral activities.
Lecture	8	VI	Notetaking skills. A. For lectures B. From classmates in small group discussions C. Summarizing notes and reporting to the class
Lecture	12	VII	Discussion and participation skills. A. Cross-cultural topics such as non-verbal communication, friends and relationships, and family roles B. Controversial and/or universal topics such as global warming, nutrition, and health practices C. Various formats of discussions such as group discussions, oral presentation, panel discussions, debates, and mock court cases

			D. Mock job interviews
Lecture	6	VIII	Basic research skills. A. Library B. Databases online C. Search engines such as Google D. Methods of organizing materials with an introduction, body, and conclusion E. Researching to prepare for 8 to10 minute formal speeches on appropriate cross-cultural topics
Lecture	10	IX	Skills needed to participate in impromptu speeches. A. Active listening B. Summarizing/reporting group discussions C. Role-play D. Skits E. Short dramas
Lecture	8	X	The process of discussing American socio-cultural values in contrast to values of students' own and other cultures. A. Researching materials for discussion B. Organizing materials for discussion C. Participating in small-group and class discussions
Lecture	6	XI	Correct use of words/ word forms, idioms,and vocabulary in conversational or related contexts, such as speeches, role-plays, and written exercises.
<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:

Skills demonstrations

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Prepare a formal 8- to 10-minute speech on a cross-cultural topic such as marriage customs or child-rearing practices. Prepare a visual aid to help in your presentation. Deliver the speech, with attention to appropriate content and organization, oral fluency, volume, time management, and body language. After considering peer evaluations, prepare a one- to two-page written self-reflection focusing on how to improve your next speech.

### **C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. Prepare a formal 8- to 10-minute research-based speech on a cross-cultural topic such as family relations/roles, educational institutions, or work practices, or appropriate research topics such as environmental issues (rainforests, global warming, or smoking). Deliver the speech, with attention to appropriate content and organization, oral fluency, volume, time management, and body language. Be able to respond to questions and comments from peers.
2. Prepare a topic to participate in a panel presentation or debate. Examples of topics include surrogate motherhood, truth in advertising, or the benefits of education. Research the topic, considering the pros and cons and your position on the topic. Work with members of your group to locate additional information to present/support your position. Be prepared to support your position in a Q & A (question and answer) follow-up, or to refute or rebut opposing arguments.

### **D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Performance exams

Reading reports

Written homework

Class Performance

Multiple Choice

Completion

True/False

### **V. INSTRUCTIONAL METHODS**

Discussion

Field trips

Group Activities

Guest Speakers

Lecture

Multimedia presentations

Role Play

Simulation

Other (please specify)

Online listening

**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

Written work

Journal

Observation of or participation in an activity related to course content

Other (specify)

4 unit, 5-lecture hour course created to allow for lab or audio practice. Outside of class study to 7 hours per week, to give students credit for the additional hour of class practice time.

**Estimated Independent Study Hours per Week: 7**

## VII. TEXTS AND MATERIALS

### A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Datesman, Maryanne, and JoAnn Crandall. American Ways: An Introduction to American Culture. 4th ed. Pearson, 2014.

DeFilippo and Sadow. Dictations for Discussion. Pro Lingua, 2011.

### B. ALTERNATIVE TEXTBOOKS

Gilbert, Judy . Clear Speech. 4th ed. Cambridge, 2012.

### 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-41B or	Sequential
Course Prerequisite English as a Second Language-51B or	Sequential
	Upon enrollment at ECC, ESL students are required to take the norm-

Non-Course Prerequisite	referenced Accuplacer assessment test, and to meet with an ESL placement representative, to assess the level of their English reading and writing skills. The outcomes of these tests are used to place students in the appropriate ESL classes 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 success in the course.
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**B. Requisite Skills**

Requisite Skills
Pronounce phonemes approximating standard American pronunciation and sentence stress and intonation patterns, including the appropriate use of contractions and reduced forms. NESL 51B - Recognize and practice pronouncing phonemes that approximate standard American pronunciation of English.
Prepare and deliver intermediate-level formal and informal oral presentations. NESL 51B - 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.
Express opinions, explain ideas, defend viewpoints, and support ideas verbally. NESL 51B - Express opinions, explain ideas, defend viewpoints, and support ideas verbally.
Identify the main ideas of a lecture, podcast, movie, or other oral presentation and record the information through note-taking.

**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
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**D. Recommended Skills**

Recommended Skills
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**E. Enrollment Limitations**

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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