



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	NESL
<b>Course Number:</b>	602
<b>Descriptive Title:</b>	ESL Integrated Skills, High Beginning
<b>Division:</b>	English as a Second Language
<b>Department:</b>	English as a Second Language
<b>Course Disciplines:</b>	English as a Second Language
<b>Catalog Description:</b>	This open entry/open exit course focuses on developing high beginning-level listening, speaking, reading and writing skills. It also involves competency-based learning to help students access community resources, prepare them for the workplace, and introduce them to lifelong learning.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	NESL 601 or qualification by assessment
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	6
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	12
<b>Total Course Hours:</b>	108
<b>Course Units:</b>	0
<b>Grading Method:</b>	Pass/No Pass/SP
<b>Credit Status:</b>	Non Credit
<b>Transfer CSU:</b>	No
<b>Effective Date:</b>	
<b>Transfer UC:</b>	No
<b>Effective Date:</b>	
<b>General Education:</b>	ECC
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	
<b>Term:</b>	
<b>Other:</b>	

<b>IGETC:</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Using Short Phrases</b></p> <p>Express daily tasks and needs using short phrases.</p> <p><b>SLO #2 Making Phone Calls</b></p> <p>Identify and access community resources by making a phone call.</p> <p><b>SLO #3 Answering Yes/No Questions</b></p> <p>Ask and answer Yes/No questions about daily activities and tasks.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Listen for specific information in context of familiar, previously learned language.</li> <li>2. With support, communicate on familiar texts, topics, and experiences.</li> <li>3. Ask and answer simple questions related to basic needs.</li> <li>4. Write compound sentences based on a familiar topic.</li> <li>5. Use visual context to infer meaning of high-frequency sight words.</li> <li>6. Recognize key details in a text.</li> </ol>
<b>Major Topics:</b>	<p><b>I. Language Functions (40 hours, lecture)</b></p> <p>A. Listening</p> <ol style="list-style-type: none"> <li>1. Introductions and small talk</li> <li>2. Following classroom commands</li> <li>3. Phone conversational skills</li> </ol> <p>B. Speaking</p> <ol style="list-style-type: none"> <li>1. Asking classroom-related questions</li> <li>2. Making a phone call</li> <li>3. Making simple requests</li> <li>4. Expressing basic permissions and necessity</li> <li>5. Sentence intonation: 'Yes/No' questions and 'Wh' questions</li> </ol> <p>C. Reading</p> <ol style="list-style-type: none"> <li>1. Comprehension of basic phrases/sentences</li> <li>2. Interpreting short stories: Main idea</li> </ol>

3. Interpreting signs, graphs and forms

D. Writing

1. Sentence structure (Subject-Verb-Object)

2. Writing simple sentences

3. Writing compound sentences

4. Writing Yes/No questions

5. Writing 'Wh' questions

**II. Language Forms (40 hours, lecture)**

A. Using the simple present tense

B. Using the simple present tense vs. present continuous

C. Using the simple past

1. Regular/Irregular Verbs

2. Pronunciation of 'ed' ending

D. Future (will/be going to)

E. Modals

1. Use of can/could for ability

2. Use of 'should' for advice

3. Use of may/might for possibility

F. Prepositions

G. Use of pronouns (personal, possessive, demonstrative)

**III. Civics (18 hours, lecture)**

A. Health

1. Nutrition

2. The doctor's office

3. Parts of the body

4. Completing a health form

	<p>B. Education</p> <ol style="list-style-type: none"> <li>1. The U.S. educational system</li> <li>2. Goal setting</li> <li>3. ESL pathways</li> <li>4. Counseling services</li> </ol> <p>C. Workforce preparation</p> <ol style="list-style-type: none"> <li>1. Exploration of occupations</li> <li>2. Searching for a job</li> <li>3. Writing a resume</li> </ol> <p>D. At the DMV</p> <ol style="list-style-type: none"> <li>1. Driving tests</li> <li>2. Interacting with a law enforcement officer</li> </ol> <p>E. Community Involvement</p> <ol style="list-style-type: none"> <li>1. Ways to volunteer in the community</li> <li>2. Appreciation of cultural differences in the classroom</li> </ol> <p><b>IV. Digital Literacy Skills (10 hours, lecture)</b></p> <p>A. Using email to send and receive information</p> <p>B. Using a learning management system</p>
<b>Total Lecture Hours:</b>	108
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	108
<b>Primary Method of Evaluation:</b>	3) Skills demonstration
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Write four 'Wh' questions and four yes/no questions. Then, interview a classmate with your questions. After you have finished asking your questions, answer your classmates 'Wh' and yes/no questions.
<b>Critical Thinking Assignment 1:</b>	Pretend you work for a fortune cookie company and write four fortunes that will be used for your company's cookies. Use the future verb tense. Share the fortunes with your classmates at your table.

<b>Critical Thinking Assignment 2:</b>	Working with your classmate, create a dialogue in which one person is having problems at work or school and needs advice. The other person will give advice. The dialogue should be at least two minutes long and must contain a minimum of two modals.
<b>Other Evaluation Methods:</b>	Completion, Embedded Questions, Homework Problems, Matching Items, Multiple Choice, Objective Exam, Oral Exams
<b>Instructional Methods:</b>	Discussion, Group Activities, Lecture, Multimedia presentations, Role play/simulation
<b>If other:</b>	
<b>Work Outside of Class:</b>	Answer questions, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Texts:</b>	Bitterlin, G. et al. <i>Ventures 2</i> , 3rd edition. Cambridge University Press, 2018. (Discipline Standard)
<b>Alternative Texts:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	NESL 601
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<p><b>Be able to write basic phrases in English</b></p> <p>NESL 601 - Make basic statements related to basic needs using previously learned words and phrases.</p> <p><b>Be able to comprehend common utterances in English</b></p> <p>NESL 601 - Interpret basic listening passages about familiar topics.</p> <p><b>Be able to write sentences using correct capitalization and punctuation.</b></p> <p>NESL 601 - Write sentences using periods and question marks with correct capitalization.</p>

<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</b>	
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Matthew Kline
<b>Date:</b>	02/07/2023
<b>Original Board Approval Date:</b>	3/20/2023
<b>Last Reviewed and/or Revised by:</b>	Matthew Kline
<b>Date:</b>	03/15/2024
<b>Last Board Approval Date:</b>	06/17/2024
<b>Effective Term:</b>	FA 2024