

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Course Number:	02B
Descriptive Title:	Grammar and Conversation Level II
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
Catalog Description:	This Level II conversation and grammar course provides practice in English through listening, speaking, reading, and writing activities. Emphasis is on prepositions of time, possessive nouns and adjectives, present progressive and simple past tense, helping verbs, imperatives, and punctuation rules.
Prerequisite:	NESL 02A with a Pass or qualification by assessment
Co-requisite:	
Recommended Preparation:	NESL 03A
Course Length:	Full Term
Hours Lecture (per week):	5
Hours Laboratory (per week):	0
Outside Study Hours:	10
Total Hours:	90
Course Units:	0
Grading Method:	Pass/No Pass, Satisfactory Progress
Credit Status:	Non Credit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	

<p>Student Learning Outcomes:</p>	<p>SLO #1 Students will demonstrate through face-to-face conversation understanding of simple questions and answers in standard English.</p> <p>SLO #2 Students will participate in simple conversations dealing with basic survival needs and using Yes/No questions and Wh- questions including questions about possessive nouns and possessive adjectives.</p> <p>SLO #3 Students will describe a sequence of events in the past dealing with personal life.</p>
<p>Course Objectives:</p>	<ol style="list-style-type: none"> 1. Select and use the appropriate verb form in the present progressive or simple past tense to express an affirmative/negative statement, or to ask and respond to a simple Yes/No or Wh- question, as called for in the context of a given situation or exercise. 2. Analyze an aural question and appropriately apply the correct form of "one" or "it" as a complement to a singular countable noun or in place of a noun, a noun phrase, or a possessive pronoun. 3. Analyze an aural statement or a picture and appropriately respond with the correct form of "this," "that," "these," or "those" as a pronoun or an adjective. 4. Select the appropriate helping verb to express ability or suggestion in the present or past, as called for in response to an oral question or a written exercise. 5. Utilize the imperative form of a verb to give directions, orders, advice, warnings, or to make requests, as appropriate in the context of a given situation. 6. Select an appropriate form to make a suggestion in response to a written statement. 7. Respond to an oral or written Wh- question with an appropriate preposition of time. 8. Respond to an oral or written WH-question with an appropriate possessive noun or adjective.
<p>Major Topics</p>	<p>I. Wh-questions (8 hours, lecture) A. Interrogatives in the present tense B. Prepositions of time</p> <p>II. The Possessive (8 hours, lecture) A. Nouns B. Adjectives</p> <p>III. Singular and plural pronouns (7 hours, lecture) A. This B. That C. These D. Those</p> <p>IV. Impersonal pronouns (5 hours, lecture) A. Forms B. Usage</p> <p>V. The Present Progressive (6 hours, lecture) A. Forms</p>

	<p>B. Usage</p> <p>VI. Imperative (7 hours, lecture)</p> <p>A. Forms</p> <p>B. Usage</p> <p>VII. Helping verbs (8 hours, lecture)</p> <p>A. Be</p> <p>B. Have</p> <p>C. Do</p> <p>VIII. Interactions (6 hours, lecture)</p> <p>A. Suggestions</p> <p>B. Responses</p> <p>IX. The Simple past (25 hours, lecture)</p> <p>A. Regular verbs</p> <p>B. Irregular verbs</p> <p>C. Yes/No questions</p> <p>D. Wh-questions</p> <p>X. Punctuation marks (10 hours, lecture)</p> <p>A. Apostrophe</p> <p>B. Comma</p> <p>C. Period</p> <p>D. Question mark</p> <p>E. Exclamation mark</p> <p>F. Hyphen</p>
Total Lecture Hours:	90
Total Laboratory Hours:	0
Total Hours:	90
Primary Method of Evaluation	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	<p>Note: Students will be evaluated based on daily homework assignments, performance in class discussions and exercises, and informal quizzes. Performance using software tutorials will also be evaluated.</p> <p>Look at this picture of people having a good time at a party last night. Write five sentences describing what they did. Use the simple past tense in these sentences.</p>
Critical Thinking Assignment 1:	<p>1. A: _____ shoes are these? (Who's/Whose)</p> <p>B: They're my shoes. His _____ over there. (is/are)</p> <p>2. A: _____ key is this? _____ it yours? (Who's/Whose) (Is/Are)</p> <p>B: No, it isn't.</p> <p>3. A: _____ in room 401? (Who's/Whose)</p> <p>B. Florian and David.</p> <p>4. A: _____ books are those? _____ they hers? (Who's/Whose) (Is/Are)</p> <p>B: No, _____ his. (they're/it's)</p>

	<p>5. A: _____ notes are those? (Who's/Whose)</p> <p>B: Bob's. His notes are messy. Mine _____ neat. (is/are)</p> <p>6. A: _____ that woman? (who's/whose)</p> <p>B: Her name is Wu-Shen. She's an English teacher.</p> <p>7. A. My parents live in Italy. Hers _____ in Argentina. (live/lives)</p>
<p>Critical Thinking Assignment 2:</p>	<p>The following is a controlled conversation between two students playing the role of fellow employees. Using context clues, the students will write in the appropriate questions to complete the conversation.</p> <p>Abby has a cold. Her co-worker Greg is calling to see how she is.</p> <p>Abby: Hello.</p> <p>Greg: Hi, Abby. _____? (inquiring about her health)</p> <p>Abby: Uh-huh. I'm coughing less, and the fever is going down.</p> <p>Greg: Good. _____? (how she is taking care o herself)</p> <p>Abby: Yes, and I'm watching a DVD.</p> <p>Greg: _____? (identifying the movie)</p> <p>Abby: The Wizard of Oz.</p> <p>Greg: _____? (repeating the title)</p> <p>Abby: I know it's a kid's movie, but I really like it.</p> <p>Greg: _____? (inquiring about movie progress)</p> <p>Abby: I'm watching the scene where Dorothy meets the Tin Man.</p> <p>Greg: _____? (details of scene)</p> <p>Abby: Yes, she's putting oil in his mouth.</p> <p>Greg: _____? (whether the Tin Man can speak yet)</p> <p>Abby: No, not yet. Dorothy and the Scarecrow are talking to him, but he can't talk.</p> <p>Greg: I remember the scene. It's amazing. The film is still popular after so many years</p> <p>Abby: Well, It's a classic. _____? (inquiring about work events)</p> <p>Greg: Same old same old. We're working on ten things at once.</p>

	<p>Abby: _____? (inquiring about boss's behavior)</p> <p>Greg: Uh-huh. And tomorrow he'll be worse.</p> <p>Abby: _____? (asking for a reason)</p> <p>Greg: I'll be out. I think I'm catching your cold.</p>
Other Evaluation Methods:	Class Performance, Matching Items, Multiple Choice, Quizzes, Written Homework
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Skill practice, Study
If Other:	
Up-To-Date Representative Textbooks:	Chase, Betty Tarver, et al. <i>Pathways: Listening, Speaking, and Critical Thinking 1</i> . National Geographic Learning, 2018.
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	Sequential
Requisite course(s): List both prerequisites and corequisites in this box.	NESL 02A
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Select and use the appropriate form of "be" in the present tense to express an affirmative statement, a negative statement, or to ask and respond to a simple Yes/No or Wh- question, as called for in the context of a given situation or exercise.</p> <p>NESL 02A -Select and use the appropriate form of "to be" in the present tense to express an affirmative statement, a negative statement, or to ask and respond to a simple Yes/No or Wh- question, as called for in the context of a given situation.</p> <p>Apply rules for the use of simple articles with count nouns and for proper nouns in conversational and written sentences</p> <p>NESL 02A - Apply rules for the use of simple articles with countable nouns and for proper nouns in conversational and written sentences.</p> <p><i>Apply rules for the placement of descriptive adjectives and prepositions of place in conversational and written sentences.</i></p> <p>NESL 02A -Apply rules for the placement of descriptive adjectives and prepositions of place in conversational and written sentences.</p>

Requisite:	Successful language development and improvement is dependent on the student working at his or her zone of proximal development. This is in line with current pedagogy in the field. The zone of proximal development means that a student is working on skills just above their current mastery range, so that they can enhance and build prior skills while adding new ones that are developmentally appropriate. Assessment using multiple measures is the most accurate way to determine a student's zone of proximal development.
Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	NESL 03A
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Select and use the appropriate form of "be" in the present tense to express an affirmative statement, a negative statement, or to ask and respond to a simple Yes/No or Wh- question, as called for in the context of a given situation or exercise. NESL 03A -Apply dictionary skills to expand vocabulary and use the appropriate parts of speech in a given reading selection.</p> <p>Apply rules for the use of simple articles with count nouns and for proper nouns in conversational and written sentences NESL 03A - Identify both the components of a sentence and transition signal words within a paragraph.</p> <p>NESL 03A -Compose descriptive paragraphs using simple present tense, count/non-count nouns, and appropriate adjectives.</p> <p><i>Apply rules for the placement of descriptive adjectives and prepositions of place in conversational and written sentences.</i> NESL 03A -Identify both the components of a sentence and transition signal words within a paragraph.</p>
Requisite:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Rebecca Loya
Date:	09/20/2006
Original Board Approval Date:	11/20/2006

Last Reviewed and/or Revised by:	Matt Kline
Date:	05/06/2021
Last Board Approval Date:	06/21/2021