

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Course Acronym:	NESL
Course Number:	02C
Descriptive Title:	Conversation and Grammar Level III
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
Catalog Description:	This Level III conversation and grammar course provides extensive focused practice on English grammar forms and structures through listening, speaking, reading, and writing activities. Emphasis is on past, present, and future verb tenses, and gerunds and infinitives.
Prerequisite:	NESL 02B with a Pass or qualification by assessment
Co-requisite:	
Recommended Preparation:	NESL 03B
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 understanding of face-to-face speech in Standard English using learned grammatical idiomatic structures to answer questions in the present, past and future.</p> <p>SLO #2 Students will use prediction strategies to understand new vocabulary in context.</p> <p>SLO #3 Students will participate in face-to-face conversations to tell about personal histories or describe places or people.</p>
<p>Course Objectives:</p>	<ol style="list-style-type: none"> 1. Converse in the simple present, past, or future tense as called for in the context of a given situation. 2. Demonstrate the ability to apply the word orders appropriate for statements and for questions when using the present, past, and future verb tenses. 3. Apply the appropriate pronunciation rules and spelling rules of simple past tense of regular verbs in speaking and writing. 4. Identify the contexts where the use of simple present tense is required to express facts, habitual (repeated) actions, and non-action (non-progressive) verbs. 5. Utilize the context to determine whether the simple present tense or present progressive tense is required. 6. In conversation and in writing, distinguish between the use of gerunds and infinitives as complements of a given verb. 7. Select and use, in conversation and in writing, appropriate modals to express future and possibility. 8. Determine the verb tense in a given context from the time expressions provided therein.
<p>Major Topics</p>	<p>I. Tenses (50 hours, lecture)</p> <p>A. Simple past tense</p> <ol style="list-style-type: none"> 1. Simple past tense - regular verbs 2. Pronunciation and spelling rules for past tense forms of regular verbs 3. Simple past tense - irregular verbs 4. Time markers for simple past tense <p>B. Simple present tense</p> <p>C. Present progressive tense</p> <ol style="list-style-type: none"> 1. Spelling rules for present participle form of verbs <p>D. Compare and contrast simple present and present progressive tenses</p> <p>II. Gerunds and Infinitives (11 hours, lecture)</p> <p>III. Modals Expressing Future and Possibility (15 hours, lecture)</p> <p>A. "Be going to"</p> <p>B. "Will"</p> <p>C. Future and past time markers</p> <p>IV. Word Order Differences (4 hours, lecture)</p> <p>A. Statements</p> <p>B. Questions</p> <p>V. Question Types (10 hours, lecture)</p> <p>A. Yes / No questions</p> <p>B. Wh- questions</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>This is a sample of a short, 5 minute oral and written conversation quiz between two students. They are instructed to complete the conversation orally with the simple past tense. Then they must write affirmative or negative short answers, and then switch roles in the conversation and repeat.</p> <ol style="list-style-type: none"> 1. A: Did you finish your homework? B: _____, I finished it before dinner. 2. A: Did they go to the movies? B: _____ They stayed home and watched TV. 3. A: Did I call too late? B: _____ I am usually up at this hour. 4. A: Did we get any mail? B: _____ We got our tickets to <i>King Lear</i>. 5. A: Did the package arrive? B: _____ It just came. 6. A: Did you buy the DVD? B: _____, I plan to buy it next weekend. 7. A: Did she lose her phone? _____, she thinks she left it on the bus.
Critical Thinking Assignment 1:	<p>Sherryl Woods is a best-selling romance and mystery writer. She has written more than 100 books that are available in over 20 countries. Read the interview with Sherryl below and take turns role-playing the interviewer (I) and the author (SW). For this 5-minute conversation, complete the questions with the words in the parentheses using the correct past tense form.</p> <p>I: (When / you / write) _____ your first book? SW: In 1980. It came out in 1982.</p> <p>I: (you / always / want) _____ to be a writer? SW: No, I didn't. For many years I wanted to be a graphic artist. I: (be / you) _____ always good at writing?</p> <p>SW: Well, my first grade teacher wrote "Sherryl is good at everything except making up stories."</p> <p>I: (you / like) _____ your first grade teacher?</p> <p>SW: I can't remember.</p> <p>I: (when / you / start) _____ to write? SW: After I graduated from college, I became a journalist.</p> <p>I: (how long / you / work) _____ as a journalist?</p> <p>SW: I worked for newspapers for 14 years.</p> <p>I: (why / you / start) _____ writing</p>

	<p>romance novels? SW: Romances were new when I started. I read one and said "I can do this, too!"</p> <p>I: (who / help / you)_____the most?</p> <p>SW: My agent did. She was there for me from the beginning.</p> <p>I: (how / you / feel)_____when your books became popular? SW: I felt terrific. I remember the first time I saw someone with my book. I said, "That's my book." The woman looked at me and said "No, it's mine." I said "No, no, no, it's my book. I wrote it."</p>
Critical Thinking Assignment 2:	<p>1. Read the following article and complete the sentences with the correct simple past tense form of the words in parentheses.</p> <p style="text-align: center;">Recluse Leaves Millions</p> <p>Anne Schreiber (be)_a recluse. Recluses live apart from other people. Anne Schreiber never (marry)_____. She also never (have) _____ close friends. She (live)_____alone in a tiny studio apartment and (wear)_____the same outfit every day: a black coat and a black hat. For many years she (work)_____for the tax department of the U.S. government. She (be)_____an auditor. She (make)_____sure people paid their taxes. However, she (like / not)___to pay taxes. She (like / not)_____to pay anything. As a young woman, Anne (follow)_____the suggestions of a brother and (invest)_____all her money into his company. His company (go) _____ bankrupt, and she (lose)_____her life savings. She (forgive / not)_____her brother. Anne (start)___investing again in 1944 when she (be)_____49 years old. This time she (use) _____ her own ideas. By investing well, she (turn) _____ \$5,000 into \$22,000,000. She (do)_____better than the biggest businessman. But she (want / not)_____her relatives to know she had so much money because she (want / not) to give them any of it. And she didn't. Anne Schreiber (die)_____in 1995 at the age of 101. She (leave) _____ her money to universities to help poor, bright women get an education.</p>
Other Evaluation Methods:	Class Performance, Performance Exams, Quizzes, Written Homework
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations

If other:	
Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Skill practice, Study
If Other:	
Up-To-Date Representative Textbooks:	Chase, Betty Tarver, et al. <i>Pathways: Listening, Speaking, and Critical Thinking</i> 2. 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 02B
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>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. NESL 02B -- 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.</p> <p>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. NESL 02B -- 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.</p> <p>Select an appropriate form to make a suggestion in response to a written statement. NESL 02B -- Select an appropriate form to make a suggestion in response to a written statement.</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 03B
Requisite and Matching skill(s): Bold	<p>Scan a reading selection for specific information. NESL 03B -- Scan a reading selection for specific information.</p>

the requisite skill. List the corresponding course objective under each skill(s).	Analyze a reading selection and distinguish fact from opinion. NESL 03B -- Analyze a reading selection and distinguish fact from opinion. Make inferences from a reading selection. NESL 03B -- Make inferences from a reading selection.
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:	09/10/2006
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Matt Kline
Date:	05/06/2021
Last Board Approval Date:	06/21/2021