

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Subject:	NESL
Course Number:	02D
Descriptive Title:	Conversation and Grammar Level IV
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
Catalog Description:	This Level IV conversation and grammar course provides focused practice on English grammar forms and structures through listening, speaking, reading, and writing activities. Emphasis is on count and non-count nouns, including quantifiers; modals expressing advice, requests, desires, offers, and necessity; and the comparison forms of adjectives and adverbs.
Prerequisite:	NESL 02C with a Pass or qualification by assessment
Co-requisite:	
Recommended Preparation:	NESL 03C
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 listening skills related to native speakers' utterances that contain some unfamiliar vocabulary without much difficulty.</p> <p>SLO #2 Students will demonstrate understanding of the essential points when engaged in controlled conversation on topics such as narration of factual material, description, or topics that involved familiar fields of knowledge with lack of fluency.</p> <p>SLO #3 Students will participate in face-to-face or telephone conversations on familiar topics containing complex grammatical structures such as perfect tenses, passive voice, or some adverbial clauses; search for appropriate word choice or grammatical accuracy may inhibit communication and limit fluency.</p>
<p>Course Objectives:</p>	<ol style="list-style-type: none"> 1. Apply rules for count and non-count nouns and quantifiers in the context of a given situation or exercise. 2. Select and use, in conversation and in writing, appropriate modals of necessity, request, desire, and advice. 3. Analyze and select an appropriate comparative or superlative adjective or adverb in response to an oral or written statement. 4. Distinguish the difference in the usage of "too" and "enough" in the context of a given situation. 5. Analyze and use the appropriate article in response to a written statement. 6. Demonstrate the ability to modify verbs with appropriate adverbs of manner in conversation and writing. 7. Use appropriate word orders when adverbs of frequency are used with the verb "to be" and action verbs in the simple present tense.
<p>Major Topics</p>	<p>I. Count and Noncount Nouns (15 hours, lecture)</p> <ol style="list-style-type: none"> A. Quantifiers B. Articles <p>II. Modals of Frequency (10 hours, lecture)</p> <ol style="list-style-type: none"> A. How much B. How many C. Enough <p>III. The adverb "too" (10 hours, lecture)</p> <ol style="list-style-type: none"> A. Too much B. Too many C. Too little D. Too few E. Too + adjective <p>IV. Modals of advice (5 hours, lecture)</p> <ol style="list-style-type: none"> A. Should B. Ought to C. Had better <p>V. Modals of requests, desires, and other offers (5 hours, lecture)</p> <ol style="list-style-type: none"> A. Would you B. Could you C. Can you <p>VI. Words and phrases of necessity (5 hours, lecture)</p> <ol style="list-style-type: none"> A. Have to

	<p>B. Don't have to C. Must D. Mustn't</p> <p>VII. A. Adverbs of manner (5 hours, lecture) A. Placement B. Spelling</p> <p>VIII. The Comparative (20 hours, lecture) A. Same as B. Different than C. As + adjective + as</p> <p>IX. The Superlative (15 hours, lecture) A. The best B. The worst C. The most</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>Rewrite the following short paragraph, correcting mistakes regarding the use of "too much," "too many," "too little," or "too few."</p> <p>Be prepared to read your paragraph out loud to the class.</p> <p>The climate here is terrible. It gets too much hot in the summer and too cold in the winter. There's too many snow and ice. Winters are too long. There are too little comfortable days with mild temperatures and blue skies. Also, there's too many air pollution from all the traffic on the streets. I want to move.</p>
Critical Thinking Assignment 1:	<p>This is a sample of an assignment to assess students' critical thinking skills. It is a conversation between two high school students, Emily and Haley. Students should be able to select appropriately from the following options to complete the conversation: "too," "the same. . . as," "enough," or "very."</p> <p>Emily: So Haley - what did you decide? Who's your date for the prom? Haley: I don't have one. I'm not going.</p> <p>Emily: What do you mean? You know so many cool guys... How about Mike?</p> <p>Haley: No - he's _____ talkative. When he's around, no one can get a word in edgewise.</p> <p>Emily: Oh. He <i>does</i> talk a lot. Well... how about David? He likes you. Haley: David? He's way young for me.</p> <p>Emily: He's in _____ grade as we are. What are you talking about?</p> <p>Haley: No, Emily. He's a <i>sophomore</i>. He's in our Spanish class because he lived in Spain for a while. I can't go with him. People will say I'm a loser if I go with him.</p> <p>Emily: Well how about Jake? He's old _____, and he's _____ cute. Haley: He dresses funny.</p> <p>Emily: Oh come on, Haley, Jake doesn't dress funny. You're just making excuses.</p>

	<p>Haley: Ok, Ok. But Jake is _____ good looking and _____ popular. I'm not his type.</p> <p>Emily: That's not true. My brother says Jake thinks you're awesome.</p> <p>Haley: Really? All right. I'll tell you the real reason. I can't dance. I'm a klutz. I look like an idiot on the dance floor. So... I'm not going to make a fool of myself.</p> <p>Emily: Not a problem. Jake is sort of a klutz too. He broke his foot in art class.</p> <p>Haley: What? <i>In art class?</i></p> <p>Emily: He tripped over a can of paint. So it'll be perfect. You can go with him and watch the rest of us dance. I'll talk to my brother. Then Jake will ask you. Don't say no.</p>
Critical Thinking Assignment 2:	<p>In this 3 to 5 minute exercise, complete the conversation with the phrase "one of the" and the words in parentheses. Use the superlative form of the adjectives and the plural form of the nouns.</p> <p>1. A: I'm going to be in San Diego. Is the San Diego Zoo a good place to go?</p> <p>B: I think so. It's (popular / zoo) _____ in the United States.</p> <p>2. A: I think the peacock is (beautiful / birds) _____ in the world.</p> <p>B: I agree.</p> <p>3. A: Can an octopus open a jar?</p> <p>B: Yes, it can. It's (smart / animal) _____ of its type.</p> <p>4. A: Are there any good nature shows on TV?</p> <p>B: Yes. (good / nature show) _____ is on at 8:00PM tonight on the Discovery Channel. I saw the show last month.</p> <p>5. A: Are you laughing at that gorilla?</p> <p>B: Yes. He's (funny / animal) _____ in the zoo.</p> <p>6. A: My son loves dinosaurs. Where can you see dinosaur bones?</p> <p>B: The Museum of Natural History in New York City has (good / collection)</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:	Skill practice, Study
If Other:	
Up-To-Date Representative Textbooks:	Chase, Betty Tarver, et al. <i>Pathways: Listening, Speaking, and Critical Thinking</i> 3. 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 02C
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Converse in the simple past or future tense as called for in the context of a given situation or exercise. NESL 02C - Converse in the simple present, past, or future tense as called for in the context of a given situation.</p> <p>Apply rules for the use of the future tense in the context of a given situation. NESL 02C - Demonstrate the ability to apply the word orders appropriate for statements and for questions when using the present, past, and future verb tenses.</p> <p>Apply rules for count and non-count nouns and quantifiers in the context of a given situation or exercise. NESL 02C - Apply the appropriate pronunciation rules and spelling rules of simple past tense of regular verbs in speaking and writing.</p> <p>Select and use, in conversation and in writing, nouns, gerunds, and infinitives that complement a given verb. NESL 02C - Identify the contexts where the use of simple present tense is required to express facts, habitual (repeated) actions, and non-action (non-progressive) verbs.</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 03C
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding	<p>Scan a reading selection and preview, predict, and confirm information in the text. NESL 03C -- Scan a reading selection and preview, predict, and confirm information in the text.</p>

course objective under each skill(s).	<p>Analyze a reading selection and locate synonyms and antonyms in text. NESL 03C -- Analyze a reading selection and locate synonyms and antonyms in text.</p> <p>Analyze a reading selection and locate patterns of organization such as chronological and spatial relationships as well as cause/effect and compare/contrast. NESL 03C -- Analyze a reading selection and locate patterns of organization such as chronological and spatial relationships as well as cause/effect and compare/contrast.</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 and Carmela Aguilar
Date:	10/18/2006
Original Board Approval Date:	01/22/2007
Last Reviewed and/or Revised by:	Matt Kline
Date:	05/06/2021
Last Board Approval Date:	06/21/2021