# EL CAMINO COLLEGE
# COURSE OUTLINE OF RECORD – Approved

| | |
|---|---|
| **Course Acronym:** | NESL |
| **Course Number:** | 07C |
| **Descriptive Title:** | ESL for Math III |
| **Division:** | Humanities |
| **Department:** | English as a Second Language |
| **Course Disciplines:** | English as a Second Language |
| **Catalog Description:** | ESL for Math III helps students acquire the English necessary for statistics courses offered at El Camino College. Students practice their listening, speaking, reading, and writing skills related to statistical concepts. This course provides ESL support for students who plan to take or who concurrently take Math 67 or Math 150. |
| **Prerequisite:** | |
| **Co-requisite:** | |
| **Recommended Preparation:** | Noncredit English as a Second Language 03D |
| **Course Length:** | Full Term |
| **Hours Lecture (per week):** | 3 |
| **Hours Laboratory (per week):** | 0 |
| **Outside Study Hours:** | 6 |
| **Total Course Hours:** | 54 |
| **Course Units:** | 0 |
| **Grading Method:** | P/NP/SP |
| **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:** | |

| | |
|---|---|
| **Student Learning Outcomes:** | **SLO #1**<br><br>Upon completion of the course, students will be able to comprehend basic vocabulary used in statistics courses offered at the college.<br><br>**SLO #2**<br>Upon completion of the course, students will be able to interpret common math problems in statistics courses at the college.<br><br>**SLO #3**<br>Upon completion of the course, students will be able to comprehend class discussions and lectures involving data collection and analysis, descriptive statistics, and graphs. |
| **Course Objectives:** | 1. Comprehend common grammatical structures used in statistics problems.<br><br>2. Correctly use in speech and writing common grammatical structures used in statistics problems.<br><br>3. Comprehend vocabulary used in statistics problems.<br><br>4. Read, write, and pronounce vocabulary involved in the use of data collection, data analysis, graphs, and statistics problems.<br><br>5. Comprehend discussions and lectures involving data collection and analysis, descriptive statistics, and graphs. |
| **Major Topics:** | **I. Data collection, analysis, and interpretation (16 hours, lecture)**<br>    A. Surveys<br>        1. Yes/no and wh-questions<br>        2. Ways to introduce surveys to participants<br>    B. Vocabulary related to anaylsis and interpretation (e.g., population, sample, distribution, etc.)<br>    C. Types of sampling (e.g., random)<br>**II. Descriptive statistics vocabulary (16 hours, lecture)**<br>    A. Measures of center (e.g., mean, median, and mode)<br>    B. Dispersion (e.g., variance, standard deviation, and range)<br>    C. Probability<br>**III. Distributions, graphs and other displays of data (16 hours, lecture)**<br>    A. Types of graphs<br>    B. Verbs explaining trends (e.g., increase, go up, surged, etc.)<br>    C. Verbs with adjectives such as "remained steady"<br>    D. Prepositions (e.g., "Sales fell by 20%.")<br>    E. Adverbs and intensifiers (e.g., steadily, sharply, slightly, etc.)<br>    F. Idiomatic phrases indicating tops and bottoms (e.g., "reached a peak")<br>    G. Ways to describe distributions<br>**IV. Common language used in statistics problems (6 hours, lecture)**<br>    A. Verbs such as "test", "interpret", "perform", etc.<br>    B. Prepositional phrases such as "for a normal distribution"<br>    C. Hypothetical statements (e.g., "If possible, find the probability..." and "Suppose we are interested in the proportion...") |

| | |
|---|---|
| **Total Lecture Hours:** | 54 |
| **Total Laboratory Hours:** | 0 |
| **Total Hours:** | 54 |
| **Primary Method of Evaluation:** | 3) Skills demonstration |
| **Typical Assignment Using Primary Method of Evaluation:** | A math student took three tests. The mean score of the tests was 82, and the median score was 87. The range was 17. Discuss with a classmate what mean, median, and range mean in this context. |
| **Critical Thinking Assignment 1:** | In two or three sentences explain why it is important to know the type of sampling before drawing conclusions about the results of a survey. |
| **Critical Thinking Assignment 2:** | In two or three sentences explain why it is important to know the mean and the median not just one or the other. |
| **Other Evaluation Methods:** | Completion, Matching Items, Multiple Choice, Objective Exam, Oral Exams, Performance Exams, Quizzes |
| **Instructional Methods:** | Discussion, Group Activities, Lecture, Role play/simulation |
| **If other:** | Internet Presentation/Resources |
| **Work Outside of Class:** | Answer questions, Problem solving activity, Skill practice, Study, Written work (such as essay/composition/report/analysis/research) |
| **If Other:** | |
| **Up-To-Date Representative Textbooks:** | |
| **Alternative Textbooks:** | |
| **Required Supplementary Readings:** | |
| **Other Required Materials:** | Instructor-selected materials and instructor-created materials. |
| **Requisite:** | |
| **Category:** | |
| **Requisite course(s): List both prerequisites and corequisites in this box.** | |
| **Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).** | |
| **Requisite Skill:** | |
| **Requisite Skill and Matching Skill(s): Bold** | |

| | |
|---|---|
| **the requisite skill(s). If applicable** | |
| **Requisite course:** | Noncredit English as a Second Language-03D |
| **Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).** | **Predict content of a reading selection and scan the text to confirm specific information.**<br>NESL 03D - Predict content of a reading selection and scan the text to confirm specific information.<br><br>**Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details.**<br>NESL 03D - Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details.<br><br>**Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts**.<br>NESL 03D - Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts.<br><br>**Use graphic organizers, charts, diagrams, pictures, and context clues to make inferences about texts.**<br>NESL 03D - Use graphic organizers, charts, diagrams, pictures, and context clues to make inferences about texts.<br><br>**Write simple expository paragraphs. a. comparing and contrasting b. cause and effect c. informal letters d. short summaries**<br>NESL 03D - Write simple expository paragraphs.<br>    a.   comparing and contrasting<br>    b.   cause and effect<br>    c.   informal letters<br>    d.   short summaries |
| **Requisite Skill:** | |
| **Requisite Skill 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:** | Matthew Kline |
| **Date:** | 10/17/2016 |
| **Original Board Approval Date:** | 05/22/2017 |
| **Last Reviewed and/or Revised by:** | Matthew Kline |

| **Date:** | 10/04/2021 |
|---|---|
| **Last Board Approval Date:** | 11/15/2021 |