

**EL CAMINO COLLEGE**  
**COURSE OUTLINE OF RECORD – Approved**

<b>Course Acronym:</b>	NESL
<b>Course Number:</b>	09B
<b>Descriptive Title:</b>	ESL for Anatomy and Physiology II
<b>Division:</b>	Humanities
<b>Department:</b>	English as a Second Language
<b>Course Disciplines:</b>	English as a Second Language
<b>Catalog Description:</b>	This second course in a two-course sequence prepares high- intermediate to advanced ESL students for credit anatomy and physiology courses. Blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive body systems and their functions are covered with reading, writing, speaking, and listening activities. Emphasis on pronunciation and spelling for success in healthcare programs. This course provides ESL support for students who plan to take or who concurrently take Anatomy 30, Anatomy 32, Anatomy and Physiology 34A, and Anatomy and Physiology 34B.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	Noncredit English as a Second Language 09A
<b>Course Length:</b>	Full Term
<b>Hours Lecture (per week):</b>	4
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	8
<b>Total Course Hours:</b>	72
<b>Course Units:</b>	0
<b>Grading Method:</b>	P/NP/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</b> Upon completion of the course, students will be able to communicate in writing and speaking with reasonable accuracy concepts and vocabulary related to blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive systems of the body.</p> <p><b>SLO #2</b> Upon completion of the course, students will be able to demonstrate aural comprehension of vocabulary related to blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive systems of the body.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Utilize vocabulary in writing and speaking related to blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive systems of the body.</li> <li>2. Pronounce with reasonable accuracy vocabulary related to blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive systems of the body.</li> <li>3. Demonstrate listening comprehension of concepts and vocabulary related to blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive systems of the body.</li> <li>4. Spell with reasonable accuracy vocabulary related to blood, body defenses, and the digestive, cardiovascular, respiratory, urinary, and reproductive systems of the body.</li> </ol>
<b>Major Topics:</b>	<p><b>I. The Digestive System (12 hours, lecture)</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Upper digestive tract</li> <li>2. Accessory organs <ol style="list-style-type: none"> <li>i. The liver</li> <li>ii. The gall bladder</li> <li>iii. The pancreas</li> </ol> </li> <li>3. The small intestine</li> <li>4. The large intestine</li> </ol> <p>B. Language practice using content</p> <ol style="list-style-type: none"> <li>1. Listening and oral fluency</li> <li>2. Pronunciation</li> <li>3. Reading</li> <li>4. Writing</li> </ol> <p>C. Spelling</p> <p><b>II. Blood and Body Defenses (12 hours, lecture)</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Types of blood cells</li> <li>2. Infectious diseases</li> <li>3. Body defenses</li> </ol>

- i. Innate
    - ii. Adaptive
  - 4. Lymphatic organs
- B. Language practice using content
  - 1. Listening and oral fluency
  - 2. Pronunciation
  - 3. Reading
  - 4. Writing
- C. Spelling
- III. The Cardiovascular System (12 hours, lecture)**
  - A. Vocabulary
    - 1. The heart
    - 2. Blood pressure
    - 3. Blood vessels
    - 4. Lymphatic vessels
  - B. Language practice using content
    - 1. Listening and oral fluency
    - 2. Pronunciation
    - 3. Reading
    - 4. Writing
  - C. Spelling
- IV. The Respiratory System (12 hours, lecture)**
  - A. Vocabulary
    - 1. The upper respiratory tract
    - 2. The lungs
    - 3. Breathing
    - 4. Gas exchange
  - B. Language practice using content
    - 1. Listening and oral fluency
    - 2. Pronunciation
    - 3. Reading
    - 4. Writing
  - C. Spelling
- V. The Urinary System (12 hours, lecture)**
  - A. Vocabulary
    - 1. The anatomy of the kidney
    - 2. The physiology of the kidney
    - 3. The ureters
    - 4. The Urinary bladder
  - B. Language practice using content
    - 1. Listening and oral fluency
    - 2. Pronunciation
    - 3. Reading
    - 4. Writing
  - C. Spelling
- VI. The Reproductive System (12 hours, lecture)**
  - A. Vocabulary
    - 1. The male reproductive system
    - 2. The female reproductive system
  - B. Language practice using content
    - 1. Listening and oral fluency

	2. Pronunciation 3. Reading 4. Writing C. Spelling
<b>Total Lecture Hours:</b>	72
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	72
<b>Primary Method of Evaluation:</b>	3) Skills demonstration
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Read the questions and then scan the text for answers. When you find the answers, underline them in the text. Then, work with your partner and take turns asking and answering the questions. <ol style="list-style-type: none"> <li>1. What two things happen to air in the nasal cavity?</li> <li>2. Where is the pharynx?</li> <li>3. What are the two tubes at the end of the pharynx?</li> <li>4. What happens when air passes across the vocal cords?</li> <li>5. Why do people have different voices?</li> <li>6. What is the common word for the trachea?</li> </ol>
<b>Critical Thinking Assignment 1:</b>	In this course we have learn a lot of vocabulary. What are some of the best strategies for remembering new vocabulary terms? State at least three strategies and the reasons why you think they are effective.
<b>Critical Thinking Assignment 2:</b>	Explain in a short paragraph (4-6 sentences) how the respiratory system effects the cardiovascular system?
<b>Other Evaluation Methods:</b>	Class Performance, Completion, Embedded Questions, Homework Problems, Matching Items, Multiple Choice, Objective Exam, Oral Exams, Other Exams, Presentation, Quizzes
<b>Instructional Methods:</b>	Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations, Role play/simulation
<b>If other:</b>	Internet Presentation/Resources
<b>Work Outside of Class:</b>	Answer questions, Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	Judy Meier Penn and Elizabeth Hanson. Anatomy and Physiology for English Language Learners. Pearson Longman , 2006.  Qualifier Text: Discipline standard
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	Teacher-selected and teacher-generated materials
<b>Requisite:</b>	
<b>Category:</b>	

<b>Requisite course(s):</b> List both prerequisites and corequisites in this box.	
<b>Requisite and Matching skill(s):</b> Bold the requisite skill. List the corresponding course objective under each skill(s).	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s):</b> Bold the requisite skill(s). If applicable	
<b>Requisite course:</b>	Noncredit English as a Second Language-09A
<b>Requisite and Matching skill(s):</b> Bold the requisite skill. List the corresponding course objective under each skill(s).	<p><b>Demonstrate a knowledge of study skills related to success in college courses.</b>  NESL 09A - Demonstrate a knowledge of study skills related to success in college courses.</p> <p><b>Communicate in writing and speaking basic concepts of chemistry related to anatomy and physiology.</b>  NESL 09A - Communicate in writing and speaking basic concepts of chemistry related to anatomy and physiology.</p> <p><b>Communicate in writing and speaking basic concepts of cell biology.</b>  NESL 09A - Communicate in writing and speaking basic concepts of cell biology.</p>
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching skill(s):</b> Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Matthew Kline
<b>Date:</b>	11/22/2016
<b>Original Board Approval Date:</b>	
<b>Last Reviewed and/or Revised by:</b>	Matthew Kline

<b>Date:</b>	10/04/2021
<b>Last Board Approval Date:</b>	11/15/2021