

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

<b>Course Acronym:</b>	NESL
<b>Course Number:</b>	51A
<b>Descriptive Title:</b>	Introduction to English in Conversation
<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>	<p>This introductory course is designed to increase a student's English-speaking and comprehension skills in a supportive atmosphere. The course includes cross-cultural communication topics, role play and other small group activities, introduction to common American idioms and expressions, pronunciation exercises designed to improve intelligibility, and listening comprehension practice. The content of NESL 51A, a noncredit course, is identical to the content of ESL 51A, a credit course.</p> <p>NESL 51A shall be offered with ESL 51A as a dual-roster course.</p>
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	Qualification by assessment
<b>Course Length:</b>	Full Term
<b>Hours Lecture (per week):</b>	5
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	10
<b>Total Course Hours:</b>	90
<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> Students will plan and deliver a 3-5 minute speech on a beginning-level topic.</p> <p><b>SLO #2</b> Students will use relatively comprehensible pronunciation and stress patterns.</p> <p><b>SLO #3</b> Students will respond appropriately to questions about a familiar topic.</p> <p><b>SLO #4</b> Students will demonstrate comprehension of a beginning-level listening passage.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Employ basic idioms with accuracy and appropriateness.</li> <li>2. Explain and interpret simple directions using a map for reference.</li> <li>3. Ask for clarification and check that a conversational message has been understood.</li> <li>4. Effectively communicate in everyday life situations using appropriate vocabulary.</li> <li>5. Respond appropriately to requests for personal information in a job interview or similar setting.</li> <li>6. Recognize phonemic differences in most American vowels and consonants.</li> <li>7. Increase intelligibility of spoken English based on intonation, stress, and phonemic awareness.</li> <li>8. Maintain a conversation about topics such as interests and hobbies, holidays and celebrations, or plans for the future.</li> </ol>
<b>Major Topics:</b>	<p><b>I. Displaying basic course comprehension (1 hour, lecture)</b> A. Understanding the syllabus. B. Introducing oneself to fellow students.</p> <p><b>II. Asking and answering questions using appropriate grammatical form and intonation (5 hours, lecture)</b> A. <i>WH</i>- questions. B. <i>Yes/No</i> questions.</p> <p><b>III. Discussing United States and World Geography (5 hours, lecture)</b></p> <p><b>IV. Comprehending spatial geography (7 hours, lecture)</b> A. Describing locations. B. Giving spatial directions using a map.</p> <p><b>V. Pronouncing stressed and unstressed vowels such as <i>can</i> versus <i>can't</i> (5 hours, lecture)</b></p>

	<p><b>VI. Pronouncing numbers such as 13 versus 30; reading large numbers (5 hours, lecture)</b></p> <p><b>VII. Describing common symptoms and talking to a doctor (5 hours, lecture)</b></p> <p><b>VIII. Explaining interests, hobbies, or cultural topics (7 hours, lecture)</b></p> <p><b>IX. Discussing job skills and employment issues (8 hours, lecture)</b></p> <p><b>X. Pronouncing vowels correctly (14 hours, lecture)</b>  A. Troublesome vowels  B. Vowel contrasts  C. Examples: bat, but, beet/bit, and book/boot.</p> <p><b>XI. Pronouncing consonants (14 hours, lecture)</b>  A. Troublesome consonants  B. Consonant contrasts  C. Examples: l/r, b/v, and th</p> <p><b>XII. Applying appropriate strategies for conversational tasks (7 hours, lecture)</b>  A. Asking for clarification  B. Softening requests  C. Expressing polite disagreement</p> <p><b>XIII. Using thought groups and appropriate sentence stress in reading (2 hours, lecture)</b></p> <p><b>XIV. Making a short speech to explain a process (5 hours, lecture)</b></p>
<b>Total Lecture Hours:</b>	90
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	90
<b>Primary Method of Evaluation:</b>	3) Skills demonstration
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Give a 3-4 minute speech where you tell about how a holiday is celebrated in your country. Describe special practices, foods, clothing, etc. that are part of this event. Explain how this celebration or event will help other people understand your country's culture and values.
<b>Critical Thinking Assignment 1:</b>	<p>Give a 3-5 minute speech on the following topic: you have been living in Southern California for at least 4 months. What is your advice for someone who is planning to come here to work or study for an extended period of time (longer than a month)?</p> <p>First, tell what your topic is going to be. Then, give 3 or 4 specific pieces of advice for making this person's stay here a little easier and a little more comfortable. You can tell a short, detailed story to show that each piece of your advice is helpful. At the end of your speech, tell why following your advice is important and helpful.</p>

<b>Critical Thinking Assignment 2:</b>	N/A
<b>Other Evaluation Methods:</b>	Class Performance, Multiple Choice, Performance Exams
<b>Instructional Methods:</b>	Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations, Role play/simulation
<b>If other:</b>	
<b>Work Outside of Class:</b>	Answer questions, Problem solving activity, Skill practice, Study
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	Michael McCarthy et al., Touchstone 2, 2nd ed., Cambridge, 2014. Judy B. Gilbert, Clear Speech, 4th ed., Cambridge, 2012.
<b>Alternative Textbooks:</b>	Judith Tanaka and Paul Most, Interactions 1: Listening and Speaking, 6th ed., McGraw-Hill, 2012. Discipline Standard.  Ann Baker and Sharon Goldstein, Pronunciation Pairs, 2nd ed., Cambridge, 2008. Discipline Standard
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	

<b>Requisite Skill:</b>	Qualification by assessment
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</b>	Ability to answer basic conversational questions such as "Where do you live?" and "What do you like to do in your free time?"  Ability to demonstrate basic literacy skills in English as assessed by the ESL Assessment.
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	
<b>Date:</b>	09/01/2017
<b>Original Board Approval Date:</b>	11/20/2017
<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