

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Course Acronym:	NESL
Course Number:	51B
Descriptive Title:	Intermediate Listening, Speaking, and Pronunciation
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
Catalog Description:	Students in this course gain greater confidence and skill in listening and speaking English by participating in activities such as listening to mini-lectures and taking notes, presenting impromptu speeches, prepared speeches, and oral reports; conducting surveys and interviews; role playing; and discussing and debating controversial topics. Students improve their pronunciation, intonation and stress, listening comprehension, and knowledge of idiomatic expressions and American culture and humor. The content of NESL 51B, a noncredit course, is identical to the content of ESL 51B, a credit course. NESL 51B shall be offered with ESL 51B as a dual-roster course.
Prerequisite:	Non-Credit English as a Second Language 51A with a grade of Pass or English as a Second Language 51A with a minimum grade of C or qualification by assessment
Co-requisite:	
Recommended Preparation:	
Course Length:	Full Term
Hours Lecture (per week):	5
Hours Laboratory (per week):	0
Outside Study Hours:	10
Total Course Hours:	90
Course Units:	0
Grading Method:	P/NP/SP
Credit Status:	Non Credit
Transfer CSU:	
Effective Date:	
Transfer UC:	
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	

Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<ol style="list-style-type: none"> 1. Students will plan and deliver a 5- to 7-minute speech on an intermediate level topic. 2. Students will use relatively correct phonemes, stress, and intonation. 3. Students will distinguish phonemic differences in words. 4. Students will demonstrate comprehension of an intermediate-level listening passage.
Course Objectives:	<ol style="list-style-type: none"> 1. Recognize and practice pronouncing phonemes that approximate standard American pronunciation of English. 2. Recognize and use correctly American sentence stress and intonation patterns, including the appropriate use of contractions and reduced forms. 3. Apply culturally appropriate conversation techniques, such as asking for clarification or politely disagreeing. 4. Identify the main ideas of a lecture, podcast, movie, or other oral presentation and record the information through note-taking. 5. Prepare and deliver effective oral presentations, with attention to speaking loudly and clearly enough to be understood, making eye contact, avoiding distracting habits, using visuals appropriately, and considering the interests of the audience. 6. Express opinions, explain ideas, defend viewpoints, and support ideas verbally.
Major Topics:	<p>I. Introductions (1 hour, lecture)</p> <p>A. Introducing one's self to others.</p> <p>B. Participating in an informal conversation with peers.</p> <p>II. Small-group discussion skills (1 hour, lecture)</p> <p>III. Informal presentations (5 hours, lecture)</p> <p>A. Reviewing a movie.</p> <p>IV. Interviews with native speakers of English (2 hours, lecture)</p> <p>A. Preparing questions.</p> <p>B. Conducting the interview.</p> <p>V. Group surveys (10 hours, lecture)</p> <p>A. Preparing a group survey.</p> <p>B. Conducting a group survey.</p> <p>C. Planning an oral report on a group survey.</p> <p>D. Presenting an oral report on a group survey.</p> <p>VI. 5- to 7-minute speeches (15 hours, lecture)</p> <p>A. Drafting a speech.</p> <p>B. Presenting a speech.</p>

	<p>VII. 30-minute debate and panel discussion of controversial topics (10 hours, lecture) A. Planning the arguments and counterarguments. B. Conducting the debate and discussion.</p> <p>VIII. Short dramas or role-plays (8 hours, lecture) A. Rehearsing the drama or role-play. B. Presenting the performance or reading.</p> <p>IX. Discussion of American culture (8 hours, lecture) A. Comparing with one's native culture. B. Contrasting with one's native culture.</p> <p>X. Pronunciation (20 hours, lecture) A. Pronouncing phonemes B. Pronouncing longer units of sound, including word-level stress patterns and sentence-level stress patterns.</p> <p>XI. Idioms, vocabulary, and collocations (5 hours, lecture)</p> <p>XII. Note-taking and listening for specific details (5 hours, lecture)</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:	Working in a group of five students, choose a survey topic (such as the eating habits of Americans). Write five multiple-choice questions with three possible answers for each question. Outside of class, find ten people to participate in your survey. Ask them your questions and record their answers. In the following class, work with your group to analyze the responses you received. Prepare a graph showing the results, and prepare a five-minute presentation to share your results with the class.
Critical Thinking Assignment 1:	Panel discussion team will present points of view on topics such as euthanasia, global warming, or gun control. Teams will research the topic, and analyze and evaluate information. Each member will present a specific point, and will prepare to answer questions from the audience.
Critical Thinking Assignment 2:	Choose a native speaker of English to interview, possibly about his or her career path or another relevant topic. Contact the person to set up an appointment and prepare a list of at least ten questions to ask. After the interview, write up a report in which you explain why you chose this person and what you learned from him or her, and evaluate your ability to ask questions and to understand the responses.
Other Evaluation Methods:	Class Performance, Completion, Fieldwork, Matching Items, Multiple Choice, Performance Exams, True/False, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation

If other:	
Work Outside of Class:	Answer questions, Other (specify), Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	Conduct library or internet research. Watch movies, television shows or other media.
Up-To-Date Representative Textbooks:	Evelyn Uyemura, Nitza Llado, and Debbie Mochidome. Pronunciation Celebration. 1st ed. Kendall-Hunt, 2011. Qualifier Text: Discipline Standard,
Alternative Textbooks:	Orion, Gertrude. Pronouncing American English. 3rd ed. Heinle, 2011.
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	Non-Credit English as a Second Language 51A or ESL 51A
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Effectively communicate in everyday life situations using appropriate vocabulary NESL 51A/ESL 51A - Effectively communicate in every day life situations using appropriate vocabulary.</p> <p>Maintain a short conversation in English about topics such as interests and hobbies or plans for the future NESL 51A /ESL 51A- Maintain a conversation about topics such as interests and hobbies, holidays and celebrations, or plans for the future.</p> <p>Respond appropriately to requests for personal information in a job interview or similar setting NESL 51A/ESL 51A -Respond appropriately to requests for personal information in a job interview or similar setting.</p>
Requisite Skill:	Qualification by assessment
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	<p>Effectively communicate in everyday life situations using appropriate vocabulary Maintain a short conversation in English about topics such as interests and hobbies or plans for the future</p> <p>Respond appropriately to requests for personal information in a job interview or similar setting</p>
Requisite course:	
Requisite and Matching skill(s): Bold	Upon enrollment at ECC, ESL students must take the Accuplacer assessment, and meet with an ESL placement representative, to assess the level of their

the requisite skill. List the corresponding course objective under each skill(s).	English reading and writing skills. Outcomes of these tests are used to place students in the appropriate ESL class for their skill levels, or to refer students to area adult schools for beginning language instruction. Without assessment a student may not enroll in the appropriate class for his/her skill level, and will be highly unlikely to succeed in the course.
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:	
Date:	09/04/2017
Original Board Approval Date:	11/20/2017
Last Reviewed and/or Revised by:	Matthew Kline
Date:	10/04/2021
Last Board Approval Date:	11/15/2021