

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Course Acronym:	NESL
Course Number:	51C
Descriptive Title:	Advanced Listening, Speaking, and Pronunciation
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
Catalog Description:	<p>This course provides instruction in listening and speaking, emphasizing oral communication, pronunciation, and idiomatic expressions in a multi-cultural academic setting. Students practice listening to and taking notes on lectures from across the curriculum such as history, business, and science, and other listening material. Students present research-based speeches and participate in group discussions and panel presentations. The content of NESL 51C, a noncredit course, is identical to the content of ESL 51C, a credit course.</p> <p>NESL 51C shall be offered with ESL 51C as a dual-roster course.</p>
Prerequisite:	English as a Second Language 51B with a grade of Pass or English as a Second Language 51B 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 an 8-10 minute, well-organized speech on an advanced-level topic. 2. Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features. 3. Students will select and retain salient information from advanced-level courses. 4. Students will formulate questions and respond appropriately in academic and other advanced-level situations.
Course Objectives:	<ol style="list-style-type: none"> 1. Select salient information, such as main ideas and supporting details, from academic lectures and other listening comprehension tasks. 2. Demonstrate the ability to meet the expectations of an American college classroom, such as asking and responding to questions, role-playing, leading discussions, team work, and participating in discussions or debates on controversial topics. 3. Employ appropriate non-verbal aspects of language in the American context, such as eye contact, facial and body gestures, proxemics, and appropriate vocal tone. 4. Read and transcribe phonetic symbols, demonstrating the ability to pronounce and self-correct American English consonant and vowel sounds, clusters, and stress and intonation patterns. 5. Demonstrate the ability to self-correct pronunciation errors in the context of various activities. 6. Select a topic and compose a speech that is well-researched, organized, and supported by well-designed visuals, and presented with the appropriate linguistic and para-linguistic features. 7. Compare and contrast American customs and values with those of other cultures.
Major Topics:	<p>I. Listening skills and comprehension of specific facts and details (12 hours, lecture)</p> <p>A. Dictation, cloze, or similar exercise.</p> <p>B. Listening practice on topics across the curriculum, such as history, business, and psychology (e.g. podcasts, TED talks, etc).</p> <p>II. Pronunciation of vowels (8 hours, lecture)</p> <p>A. Written practice.</p> <p>B. Aural/oral practice.</p> <p>III. Pronunciation of consonants and consonant clusters (8 hours, lecture)</p> <p>A. Written practice.</p> <p>B. Aural/oral practice.</p> <p>IV. Rules for stress patterns within words and phrases while reading aloud (4 hours, lecture)</p>

	<p>V. Stress and intonation patterns (8 hours, lecture)</p> <p>A. Aural/oral drills.</p> <p>B. Role-play.</p> <p>C. Other aural/oral activities.</p> <p>VI. Notetaking skills (8 hours, lecture)</p> <p>A. For lectures</p> <p>B. From classmates in small group discussions</p> <p>C. Summarizing notes and reporting to the class</p> <p>VII. Discussion and participation skills (12 hours, lecture)</p> <p>A. Cross-cultural topics such as non-verbal communication, friends and relationships, and family roles</p> <p>B. Controversial and/or universal topics such as global warming, nutrition, and health practices</p> <p>C. Various formats of discussions such as group discussions, oral presentation, panel discussions, debates, and mock court cases</p> <p>D. Mock job interviews</p> <p>VIII. Basic research skills 6 hours, lecture)</p> <p>A. Library</p> <p>B. Databases online</p> <p>C. Search engines such as Google</p> <p>D. Methods of organizing materials with an introduction, body, and conclusion</p> <p>E. Researching to prepare for 8 to10 minute formal speeches on appropriate cross-cultural topics</p> <p>IX. Skills needed to participate in impromptu speeches (10 hours, lecture)</p> <p>A. Active listening</p> <p>B. Summarizing/reporting group discussions</p> <p>C. Role-play</p> <p>D. Skits</p> <p>E. Short dramas</p> <p>X. The process of discussing American socio-cultural values in contrast to values of students' own and other cultures (8 hours, lecture)</p> <p>A. Researching materials for discussion</p> <p>B. Organizing materials for discussion</p> <p>C. Participating in small-group and class discussions</p> <p>XI. Correct use of words/ word forms, idioms, and vocabulary in conversational or related contexts, such as speeches, role- plays, and written exercises. (6 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:	Prepare a formal 8- to 10-minute speech on a cross-cultural topic such as marriage customs or child-rearing practices. Prepare a visual aid to help in your presentation. Deliver the speech, with attention to appropriate content and organization, oral fluency, volume, time management, and body language. After considering peer evaluations, prepare a one- to two-page written self-reflection focusing on how to improve your next speech.
Critical Thinking Assignment 1:	Prepare a formal 8- to 10-minute research-based speech on a cross-cultural topic such as family relations/roles, educational institutions, or work practices, or appropriate research topics such as environmental issues (rainforests, global warming, or smoking). Deliver the speech, with attention to appropriate content and organization, oral fluency, volume, time management, and body language. Be able to respond to questions and comments from peers.
Critical Thinking Assignment 2:	Prepare a topic to participate in a panel presentation or debate. Examples of topics include surrogate motherhood, truth in advertising, or the benefits of education. Research the topic, considering the pros and cons and your position on the topic. Work with members of your group to locate additional information to present/support your position. Be prepared to support your position in a Q & A (question and answer) follow-up, or to refute or rebut opposing arguments.
Other Evaluation Methods:	Class Performance, Completion, Multiple Choice, Performance Exams, Reading Reports, True/False, Written Homework
Instructional Methods:	Discussion, Field trips, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Other (specify), Role play/simulation
If other:	Online listening
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Other (specify), Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	4 unit, 5-lecture hour course created to allow for lab or audio practice. Outside of class study to 7 hours per week, to give students credit for the additional hour of class practice time.
Up-To-Date Representative Textbooks:	Datesman, Maryanne, and JoAnn Crandall, American Ways: An Introduction to American Culture, 4th ed., Pearson, 2014. Discipline Standard. DeFilippo and Sadow, Dictations for Discussion, Pro Lingua, 2011. Discipline Standard.
Alternative Textbooks:	Gilbert, Judy, Clear Speech, 4th ed., Cambridge, 2012.
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential

Requisite course(s): List both prerequisites and corequisites in this box.	Noncredit English as a Second Language -51B or Noncredit English as a Second Language - 51B or qualification by assessment
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Pronounce phonemes approximating standard American pronunciation and sentence stress and intonation patterns, including the appropriate use of contractions and reduced forms. NESL 51B/ESL 51B - Recognize and practice pronouncing phonemes that approximate standard American pronunciation of English.</p> <p>Prepare and deliver intermediate-level formal and informal oral presentations. NESL 51B/ESL 51B - 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.</p> <p>Express opinions, explain ideas, defend viewpoints, and support ideas verbally. NESL 51B/ESL 51B - Express opinions, explain ideas, defend viewpoints, and support ideas verbally.</p> <p>NESL 51B/ESL 51B -Identify the main ideas of a lecture, podcast, movie, or other oral presentation and record the information through note-taking.</p>
Requisite Skill:	Upon enrollment at ECC, ESL students are required to take the norm referenced Accuplacer assessment test, and to meet with an ESL placement representative, to assess the level of their English reading and writing skills. The outcomes of these tests are used to place students in the appropriate ESL classes 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 success in the course.
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
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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