



El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Non-Credit English as a Second Language 03A
Descriptive Title: Reading and Writing Level I

Course Disciplines: ESL

Division: Humanities

Catalog Description: This beginning Level I reading and writing course is designed to develop basic reading skills, expand vocabulary, and develop basic writing skills. Students will move from sentence-level writing to short descriptive and chronologically-ordered paragraphs.

Conditions of Enrollment: **Recommended Preparation**
 concurrent enrollment in
 Noncredit English as a Second Language 02A

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 5.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 0
Min/Max Hours: 90

Grading Method: No Grade
Credit Status: Non Credit

Transfer CSU: No
Transfer UC: No

General Education: _____
El Camino College: _____
CSU GE: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for

each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

- Reading: Students will identify the topic, the main idea, and the details that support the main idea and the time sequence to interpret simplified short narrative or descriptive passages containing words and phrases on familiar learned topics provided with visual aids.
1. Writing: Students will write a short narrative paragraph such as a short e-mail, thank you note, or personal experience which demonstrates competence in basic structure of simple sentences and in using signal words to indicate chronological order.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Analyze a reading selection to locate the topic, main idea, and supporting details.
Multiple Choice
2. Preview a reading selection to make predictions by reviewing the title, subtitles, and text.
Class Performance
3. Identify both the components of a sentence and transition signal words within a paragraph.
Performance exams
4. Apply dictionary skills to expand vocabulary and use the appropriate parts of speech in a given reading selection.
Quizzes
5. Analyze a reading selection to distinguish the chronological order of events described.
Class Performance
6. Utilize appropriate pronoun references for subjects, objects, and possessive adjectives to create coherence in a paragraph.
Quizzes
7. Use the coordinating conjunctions, such as *and*, *but*, and *so*, to logically connect ideas in constructing a paragraph.
Written homework
8. Compose chronologically-ordered paragraphs utilizing prepositions of time and time signal words.
Matching Items
9. Compose descriptive paragraphs using simple present tense, count/non-count nouns, and appropriate adjectives.
Class Performance

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	25	I	<p>Reading Strategies</p> <ul style="list-style-type: none"> A. Previewing, predicting, and making connections in a reading selection B. Finding a topic and its supporting details in a reading selection C. Using a dictionary to identify the meaning of the unfamiliar vocabulary D. Using a dictionary to identify parts of speech
Lecture	20	II	<p>Parts of Speech</p> <ul style="list-style-type: none"> A. Pronoun references <ul style="list-style-type: none"> 1. Subject 2. Object 3. Possessive adjective B. Prepositions of place/time C. Count/Non-count nouns and adjectives
Lecture	6	III	<p>Tenses</p> <ul style="list-style-type: none"> A. Simple present tense - affirmative B. Simple present tense - negative
Lecture	6	IV	<p>Coordinating Conjunctions in Sentences and Paragraphs</p> <ul style="list-style-type: none"> A. And B. But C. So
Lecture	26	V	<p>Steps in Paragraph Writing</p> <ul style="list-style-type: none"> A. Sentence components <ul style="list-style-type: none"> 1. Subject 2. Verb 3. Complement B. Developing parts of a paragraph <ul style="list-style-type: none"> 1. Main idea 2. Supporting details 3. Concluding sentence
Lecture	7	VI	<p>Writing Paragraphs</p> <ul style="list-style-type: none"> A. Chronological order <ul style="list-style-type: none"> 1. Signal words to indicate chronological order within paragraphs B. Descriptive <ul style="list-style-type: none"> 1. Signal words to indicate transitions within descriptive paragraphs

Total Lecture Hours	90
Total Laboratory Hours	0
Total Hours	90

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a paragraph of a minimum of 250 words, write about an activity you enjoy doing with a friend. Include both affirmative and negative simple present tense.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. N/A

2. N/A

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Quizzes

Written homework

Class Performance

Homework Problems

Multiple Choice

Matching Items

V. INSTRUCTIONAL METHODS

Demonstration

Discussion

Group Activities

Lecture

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Skill practice
- Required reading

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Blanchard, Karen, and Christine Root. Get Ready to Read: A Skills-Based Reader. New York: Pearson Education, 2005.
 Qualifier Text: Discipline standard,
 Blanchard, Karen, and Christine Root. Ready to Write: A First Composition Text. 3rd ed. New York: Pearson Education, 2010.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Course Recommended Preparation English as a Second Language-02A	

D. Recommended Skills

Recommended Skills
Locate time markers in a simple sentence. ESL 02A - Analyze a simple sentence for time markers and appropriately apply the correct form of the verb "to be" in the present or past tense.
ESL 02A - Analyze a simple sentence for time markers and appropriately apply the correct form of the verb "to be" in the present or past tense.
Determine the appropriate form of a present tense "to be" verb in a given sentence. ESL 02A - Select and use the appropriate form of "to be" in the present tense to express an affirmative statement, a negative statement, or to ask and respond to a simple Yes/No or Wh- question, as called for in the context of a given situation.
ESL 02A - Select and use the appropriate form of "to be" in the present tense to express an affirmative statement, a negative statement, or to ask and respond to a simple Yes/No or Wh- question, as called for in the context of a given situation.
Apply rules for articles with count and non-count nouns in written and conversational English. ESL 02A -

Apply rules for the use of simple articles with countable nouns and for proper nouns in conversational and written sentences.

ESL 02A -

Apply rules for the use of simple articles with countable nouns and for proper nouns in conversational and written sentences.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Rebecca Loya on 09/10/2006.

BOARD APPROVAL DATE: 11/20/2006

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Lavonne Plum on 04/03/2012

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