



El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

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

Course Disciplines: ESL

Division: Humanities

Catalog Description: This Level II reading and writing course is designed to improve reading comprehension, increase vocabulary, and improve critical thinking and writing skills. Students will write descriptive, biographical, narrative, and subjective paragraphs.

Conditions of Enrollment:	Recommended Preparation
	qualification by assessment or completion of Non-Credit English as a Second Language 03A AND concurrent enrollment in Non-Credit English as a Second Language 02B

Course Length:	<input checked="" type="checkbox"/> Full Term <input type="checkbox"/> Other (Specify number of weeks):
Hours Lecture:	5.00 hours per week <input type="checkbox"/> TBA
Hours Laboratory:	0 hours per week <input type="checkbox"/> TBA
Course Units:	0
Min/Max Hours:	90

Grading Method:	No Grade
Credit Status	Non Credit

Transfer CSU:	<input type="checkbox"/> No
Transfer UC:	<input type="checkbox"/> No

General Education: _____

El Camino College: _____

CSU GE: _____

IGETC:

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: In short reading selections related to simple life skills, students will scan for specific information, draw meaning of unfamiliar vocabulary by analyzing affixes and other context clues, and distinguish facts from opinions in simple familiar narrative or descriptive passages. Writing: Students will write well-
1. structured paragraphs to describe a person, thing, or place, generate a short narrative of daily activities or past events, or give instructions by organizing steps in a process. Students will demonstrate competence, to a limited degree, in applying the mechanics of writing and the use of adjectives for description, time-order signal words to establish chronological order, and imperatives to give instructions.

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. Scan a reading selection for specific information.
Performance exams
2. Analyze a reading selection and distinguish fact from opinion.
Class Performance
3. Make inferences from a reading selection.
Class Performance
4. Use content clues to improve comprehension.
Quizzes
5. Construct paragraphs about places using "there is/there are," prepositions of place, and adjectives.
Written homework
6. Generate logically developed paragraphs about narratives, using appropriate time signals.
Quizzes
7. Compose narrative biographical/autobiographical paragraphs utilizing the simple present and past tenses, emphasizing past tense.
Essay exams
8. Compose subjective paragraphs using signal words to indicate emphatic order.
Performance exams

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	27	I	Reading strategies A. Scanning and summarizing a reading selection for specific information B. Using word maps C. Context clues D. Distinguishing fact from opinion E. Making inferences
Lecture	13	II	Tenses A. Simple present tense B. There is/there are C. Past tense verbs
Lecture	15	III	Parts of speech A. Prepositions of place B. Plural nouns C. Descriptive adjectives
Lecture	10	IV	Word parts A. Prefixes B. Suffixes
Lecture	7	V	Writing paragraphs A. Narration B. Biography
Lecture	10	VI	Steps in the paragraph writing process A. Topic sentence B. Supporting sentences C. Concluding sentence D. First draft E. Revision F. Editing G. Final draft
Lecture	8	VII	Using signal words A. Emphatic order B. Time order
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:

Write a biographical paragraph of at least 250 words about an important person. Use time signal words where appropriate.

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

Other (specify):

Written paragraphs

V. INSTRUCTIONAL METHODS

Discussion

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. 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
Non-Course Recommended Preparation or qualification by assessment	Upon enrollment at ECC, ESL students take the norm-referenced Accuplacer assessment test, and 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. With proper assessment, a student has a greatly enhanced chance of success in the course.
Course Recommended Preparation AND English as a Second Language-03A	
Course Recommended Preparation English as a Second Language-02B	

D. Recommended Skills

Recommended Skills
Analyze a reading selection and locate the topic, main idea, and supporting details. ESL 03A - Analyze a reading selection to locate the topic, main idea, and supporting details.
List the components of a sentence and a paragraph. ESL 03A - Identify both the components of a sentence and transition signal words within a paragraph.

Construct paragraphs utilizing appropriate subject and object pronouns. ESL 03A -
 Utilize appropriate pronoun references for subjects, objects, and possessive adjectives to
 create coherence in a paragraph.

Determine an appropriate helping verb given the context of a sentence. ESL 02B -
 Select the appropriate helping verb to express ability or suggestion in the present or past,
 as called for in response to an oral question or a written exercise.

Respond to a Wh- question using an appropriate verb in the present progressive or simple past tense
 form. ESL 02B -
 Select and use the appropriate verb form in the present progressive or simple past tense
 to express an affirmative/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 or exercise.

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 04/02/2012

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