



El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Noncredit English as a Second Language 52A
Descriptive Title: Introduction to Reading and Vocabulary Building

Course Disciplines: English as a Second Language (ESL): Noncredit

Division: Humanities

Catalog Description: This is an introductory course designed to transfer literacy in the first language to English by building basic reading skills and expanding vocabulary. Through the use of reading texts, reading kits, main idea exercises, and skimming and scanning activities, the foundation skills are developed through regular application. The aim of the course is to identify and reinforce good reading habits and to free students from over-dependence on dictionaries with a focus on context as key to meaning. The content of NESL 52A, a noncredit course, is identical to the content of ESL 52A, a credit course. NESL 52A shall be offered with ESL 52A as a dual-roster course.

Conditions of Enrollment: **Recommended Preparation**
 qualification by assessment

Course Length: Full Term Other (Specify number of weeks):

Hours Lecture: 5.00 hours per week TBA

Hours Laboratory: hours per week TBA

Course Units: 0

Min/Max Hours: 90

Grading Method: Pass / No Pass
Credit Status: Non Credit

Transfer CSU: No

Transfer UC: 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)

1. Given a low intermediate text, students will identify main ideas and specific details.
2. Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.
3. Given a low intermediate text, students will choose the correct word form to complete a sentence.
4. Given a low intermediate text, students will explain plots, describe settings and characters.

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. Identify and explain main ideas through skimming, as well as distinguish main ideas from supporting details in simple prose passages.
Written homework
2. Identify specific details in a reading through scanning.
Class Performance
3. Distinguish how specific sentence skills, for example, word order patterns, assist in clarifying meaning within a simple prose passage.
Class Performance
4. Define the general meaning of new vocabulary words in context, without the use of a dictionary.
Multiple Choice
5. Demonstrate reading comprehension within a variety of time limitations.
Objective Exams
6. Compose paraphrases and summaries of introductory-level reading selections, with the inclusion of a response that endorses or challenges the writer's opinion.
Written homework
7. Recognize prefixes and suffixes, and demonstrate the application of this information in comprehending new vocabulary words; recognize synonyms and antonyms.
Multiple Choice

8. Analyze themes, explain plots, and examine characters in short stories and poems of introductory-level difficulty.

Written homework

9. Increase academic vocabulary through vocabulary building activities.

Multiple Choice

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	5	I	Skimming for main ideas A. Introduction B. Practice
Lecture	7	II	Scanning for specific information A. Introduction B. Practice
Lecture	10	III	Examining sentence patterns to extract meaning
Lecture	13	IV	Analyzing vocabulary in context to understand general meaning
Lecture	10	V	Practicing to increase reading speed
Lecture	20	VI	Assessing comprehension of selected readings A. Summarizing B. Paraphrasing
Lecture	10	VII	Reviewing parts of speech and introducing word families to develop vocabulary A. Prefixes B. Suffixes C. Synonyms D. Antonyms E. Applying parts of speech to develop vocabulary
Lecture	15	VIII	Recognizing and analyzing literary elements in short stories and poetry A. Characterization B. Figures of speech such as similes, metaphors, and onomatopoeia C. Plot D. Point of view E. Irony F. Theme

Total Lecture Hours	90
Total Laboratory Hours	0
Total Hours	90

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Write a summary of "The Inventor of the Telephone." Use no more than ten sentences. Use your own words. That is, do not copy sentences from the reading. Include the inventor's name, why he is famous, when and where he was born, where he spent his life, his main goal as an inventor, and the date of the first phone call.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In ten sentences or fewer, summarize the plot of "The Story of An Hour," highlighting the story's exposition, rising action, climax, falling action, and denouement.
2. Create a two-columned chart that contrasts the characters Sylvia and The Hunter in "The White Heron." In the chart, compare and contrast these five elements in the story: age, appearance, style, character development, and motivation.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Performance exams

Other exams

Quizzes

Reading reports

Written homework

Class Performance

Multiple Choice

Completion

True/False

Other (specify):

short answer

Presentation

Journal (kept regularly throughout the course)

V. INSTRUCTIONAL METHODS

Demonstration

Discussion

Group Activities

Lecture

Role Play

Other (please specify)

Timed reading

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

Answer questions

Skill practice

Required reading

Problem solving activities

Written work

Estimated Independent Study Hours per Week: 7

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Burgmeier, Arline. Inside Reading 1. 2nd Edition ed. Oxford University Press, 2012.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Wilder, Laura and Garth Williams. "Little House on the Prairie". Harper Collins, 2008.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

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

Requisites	Category and Justification
------------	----------------------------

B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation qualification by assessment	While this is the first level of the ECC ESL program, this is not, in fact, a beginning-level course. If the student's score is below the cut score on the placement test, he / she needs to be advised to enroll in an adult school or private English program for further preparation.

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
-------------------------------------	-------------------------------

Course created 09/04/2017.

BOARD APPROVAL DATE: 11/20/2017

LAST BOARD APPROVAL DATE: 03/26/2018

Last Reviewed and/or Revised by Matthew Kline on 09/04/2017

19994