



El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Noncredit English as a Second Language 52C
Descriptive Title: Advanced Reading

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

Division: Humanities

Catalog Description: This advanced-level reading course teaches interpretive, critical, and analytical reading skills for closer reading and better understanding of fiction and nonfiction works. It includes an in-depth study of a novel, and the terminology necessary to discuss and write critically about works of various genres. Students also increase their vocabulary through vocabulary building activities. The content of NESL 52C, a noncredit course, is identical to the content of ESL 52C, a credit course. NESL 52C shall be offered with ESL 52C as a dual-roster course.

Conditions of Enrollment:

Prerequisite

Non-Credit English as a Second Language 52B
with a grade of Pass
or
English as a Second Language 52B
with a minimum grade of C
or
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 an advanced text, students will use textual evidence to analyze themes and plots, describe settings and examine characters.
2. Given an advanced text, students will identify and examine literary devices, such as metaphor, simile.
3. Given an advanced text, students will define the meaning of unfamiliar words from the context.
4. Given an advanced text, students will interpret implied meaning or intent.
5. Given an advanced text, students will restate main ideas.

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. Define meaning of unfamiliar words from the context of an advanced-level reading.
Essay exams
2. Identify and examine authors' strategies and organizational patterns in a short story, poem, essay, or novel.
Written homework
3. Paraphrase and summarize the plot and theme of an essay, poem, or short story.
Performance exams
4. Employ academic vocabulary and literary terms in written and oral analyses of advanced-level readings.
Oral exams
5. Analyze plots, explore themes, describe settings, and examine characters within the context of poems, short stories, essays, and novels of advanced-level difficulty.
Written homework
6. Predict outcomes, interpret events, identify and restate main ideas, and draw inferences from various readings of advanced-level difficulty.

Essay exams

7. Assess a novel, poem, essay, or short story in terms of its cultural background and values.

Written homework

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	Introduction to literary terms used in discussing fiction, nonfiction, and poetry.
Lecture	5	II	Review and analysis of elements of fiction. A. Plot B. Character C. Setting D. Point of view E. Theme F. Irony G. Style
Lecture	5	III	Review and analysis of literary devices A. Symbolism B. Foreshadowing C. Allusion
Lecture	10	IV	Discussion of fiction. A. Analysis B. Comparison and contrast C. Argument D. Interpretation
Lecture	5	V	Introduction to elements of poetry. A. Meter B. Rhyme C. Imagery D. Theme
Lecture	20	VI	Vocabulary building. A. Word analysis B. Utilizing new vocabulary
Lecture	5	VII	Review of coherence devices and rhetorical strategies. A. Transition or signal words B. Organizational patterns

Lecture	15	VIII	Application of critical reading skills in short college-level readings. A. Thesis B. Main ideas C. Authors' strategies D. Points of view
Lecture	20	IX	Application of critical thinking skills while reading. A. Predicting B. Interpreting C. Drawing inferences D. Judging
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 "American Values and Assumptions," Althen discusses nine core values and assumptions of American culture. Choose three of these values and assumptions and state how Steve Jobs exemplified each one. Make sure you provide at least two examples from Chapters 1 to 3 of *Steve Jobs* to support each claim that you make. This paper must be between one and two pages in length.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Compose a two- to three-page written essay in which you compare and contrast the educational experiences of Malcolm X and Ralph Ellison and their subsequent views on education. Support your claims and interpretations with textual support from "A Homemade Education" and "On Becoming a Writer."
2. Write an essay of two to three pages in which you examine the pros and cons of using the Internet as an educational tool. To what degree does this mass medium enhance, and to what degree does it obstruct, students' learning?

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Other exams
Quizzes
Reading reports
Written homework
Multiple Choice
Completion
Matching Items

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Guest Speakers
Lecture
Multimedia presentations
Role Play

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
Written work
Journal

Estimated Independent Study Hours per Week: 7

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Gardner, Peter S.. New Directions. 2nd Edition ed. Cambridge, 2005.
Qualifier Text: Discipline Standard,
Isaacson, Walter. Steve Jobs. Simon and Schuster, 2012.

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
Course Prerequisite English as a Second Language-52B or	Sequential
Course Prerequisite English as a Second Language-52B or	Sequential
Non-Course Prerequisite	This course is an advanced level course. The student needs to demonstrate at least intermediate ability in English in order to enter the course and successfully complete the course.

B. Requisite Skills

Requisite Skills
Distinguish between main ideas and supporting details of reading passages. NESL 52B - Distinguish between main ideas and supporting details of reading passages by identifying and understanding transition/signal words and organizational patterns.
Use context clues to understand new vocabulary. NESL 52B - Define the meaning of unfamiliar words from the context of an intermediate-level reading.
Analyze plots, explore themes, describe settings, and examine characters within the context of various readings of intermediate-level difficulty NESL 52B - Analyze plots, explore themes, describe settings, and examine characters within the context of fables, poems, short stories, essays, and novels of intermediate-level difficulty.
Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty. NESL 52B - Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification

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

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