



EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

General Course Information

Subject: NESL
Course Number: 53 A
Descriptive Title: Noncredit Elementary Writing and Grammar
Division: Humanities
Department: English as a Second Language
Course Disciplines: English as a Second Language

Catalog Description:

This beginning level academic composition course offers students an intensive writing experience. Students will write well-organized and coherent paragraphs, transitioning to multi-paragraph essays. Students will identify and address grammar problems in their writing. The content of NESL 53A, a noncredit course, is identical to the content of ESL 53A, a credit course. NESL 53A shall be offered with ESL 53A as a dual-roster course.

Conditions of Enrollment:

Recommended Preparation: Qualification by assessment

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: Proposed
Transfer UC: Effective Date:

General Education:

ECC

Term: Other:

CSU GE:

Term: Other:

IGETC:

Term: Other:

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)

SLO revisions are completed via the SLO Change Form available on the College Curriculum Committee website. Students will write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.

Students will write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.

Students will correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.

B. Course Objectives (The major learning objective for in this course are listed below.)

1. Locate and distinguish in prose a topic sentence, thesis, body, and conclusion.
2. Compose original essays with clear topic sentences, detailed bodies, and conclusions.
3. Recognize the distinctions between generalizations and supporting details.
4. Compose a paragraph that summarizes readings.
5. Compose an essay that includes a summary and a response to written material.
6. Create support for written positions by use of textual reference and of life experience.
7. Apply basic punctuation and grammar in the student's own writing.
8. Apply conventions of the paragraph form in the student's own writing.
9. Identify structural elements of English, such as parts of speech, sentence types, paragraph structure, and punctuation, in written material and in the student's own writing.
10. Identify and revise problems in draft revisions.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Major Topics:

I. Introduction to the writing process (3 hours, lecture)

- A. Brainstorming
- B. Drafting
- C. Editing

II. Introduction to paragraph form (4 hours, lecture)

- A. Topic sentence
- B. Body details
- C. Conclusion
- D. Introduction to essay structure

III. Introduction to capitalization and basic grammar (20 hours, lecture)

- A. Parts of speech
- B. Simple, progressive, and perfect verb tenses
- C. Questions
- D. Subject-verb agreement
- E. Modals

IV. Introduction to basic sentence structure (10 hours, lecture)

- A. Simple sentences
- B. Compound sentences

V. Introduction to basic punctuation (5 hours, lecture)

- A. Period

- B. Comma
- C. Question mark
- D. Quotation marks

VI. Critical reading through writing (5 hours, lecture)

- A. Explaining
- B. Analyzing
- C. Evaluating

VII. Building support in paragraphs and compositions (4 hours, lecture)

- A. General support
- B. Specific details

VIII. Introduction to peer editing to improve writing skills (3 hours, lecture)

- A. Reading peers' work
- B. Responding to peers' work
 - 1. Responding in small group discussions
 - 2. Responding in large group discussions
 - 3. Responding in writing

IX. Introduction to rhetorical modes (6 hours, lecture)

- A. Narration
- B. Description
- C. Process

X. Produce 2000 - 2500 words of graded writing (30 hours, lecture)

Total Lecture Hours:	90
Total Laboratory Hours:	0
Total Hours:	90

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation

- 1) Substantial writing assignments

B. Typical Assignment Using Primary Method of Evaluation

Read and discuss in writing chapter one of Hemingway's "The Old Man and the Sea." First, write one paragraph summarizing the chapter. Then, in the second paragraph describe the character that you identify with most. Using personal experience and support from the text, explain why you identify with this character.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Read a newspaper article of at least 500 words. Examine the article for its main idea and supporting points, and then write an outline listing the article's main idea and at least three supporting points. Using your outline as a guide, write a one-page summary of the article.

Critical Thinking Assignment 2:

Read a short story. Write a one-page summary of the story, and then, in a one- to two-page written essay, critique the story, analyzing the characters and relating them to yourself or to someone you know.

D. Other Typical Assessment and Evaluation Methods

Class Performance, Completion, Essay Exams, Homework Problems, Matching Items, Multiple Choice, Other (specify), Reading Reports, Term or Other Papers, True/False, Written Homework

V. Instructional Methods

Demonstration, Discussion, Group Activities, Lecture

If other:

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

Answer questions, Journal (done on a continuing basis throughout the semester), Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)

If Other:

VII. Texts and Materials

A. Up-to-date Representative Textbooks: Please use the following format(s):

Up-To-Date Representative Textbooks:

Murphy, Raymond, and William Smalzner, Basic English Grammar, 3rd ed., Cambridge, 2011. Discipline Standard.

B. Alternative Textbooks: Please use the following format(s): if applicable

C. Required Supplementary Readings

D. Other Required Materials

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Category:

Requisite course(s): List both prerequisites and corequisites in this box.

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite Skill:

Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s): **Bold the requisite skill. List the corresponding course objective under each skill(s).**

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite Skill: Qualification by assessment

Requisite Skill and Matching skill(s): **Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable**

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. Students who qualify for English 53A through assessment have a greatly enhanced chance of success in the course.

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Matthew Kline

Date: 09/04/2017

Original Board Approval Date: 03/26/2018

Last Reviewed and/or Revised by: Matthew Kline

Date: 10/04/2021

Last Board Approval Date: 11/15/2021