



EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

General Course Information

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

Catalog Description:

This course offers students intensive experience in preparing to write college-level essays. Students will learn to write well organized, coherent expository essays, including critical reactions to reading. They will review basic rhetorical modes such as summary, narration, description and process, and will be introduced to the rhetorical modes of comparison-contrast and argumentation. Simple, progressive, and present perfect verbs, and other basic grammar rules will be reviewed, and passive voice, conditionals, past perfect, perfect modals, and other intermediate grammar topics will be introduced. The content of NESL 53B, a noncredit course, is identical to the content of ESL 53B, a credit course. NESL 53B shall be offered with ESL 53B as a dual-roster course.

Conditions of Enrollment:

Prerequisite: Non-Credit English as a Second Language 53A with a grade of Pass or English as a Second Language 53A with a minimum grade of C or 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:**
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.

SLO #1

Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.

SLO #2

Students will use textual evidence from a high-intermediate level text.

SLO #3

Students will use proper formatting and basic documentation of sources.

SLO #4

Students will demonstrate correct grammar and sentence structure at the high-intermediate level.

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

1. Demonstrate comprehension of intermediate readings by summarizing, interpreting, and reacting in writing to assigned material.
2. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
3. Avoid major grammatical errors in writing.
4. Demonstrate adequate control of sentence boundaries, spelling, and mechanics in writing.
5. Plan, write, and revise comprehensible text-related, multi-paragraph expository essays that include a clear thesis, introduction, body, and conclusion, and generally exhibit coherence and unity.

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. Review of paragraph parts and form (5 hours, lecture)

1. topic sentence
2. body
3. conclusion
4. overall unity
5. coherence

II. Applying paragraph knowledge to essay (15 hours, lecture)

1. introduction
2. thesis
3. supporting paragraphs
4. conclusion
5. overall unity
6. coherence
7. basic MLA format and citations

III. Critical reading skills (8 hours, lecture)

1. identification of thesis
2. main ideas
3. supporting details
4. concluding statement

5. signal words/expressions
6. rhetorical modes
7. authors' strategies
8. comprehensive analysis of peer and professional writing

IV. Prewriting strategies (10 hours, lecture)

1. freewriting
2. journaling
3. brainstorming
4. listing
5. clustering
6. outlining

V. Review of ESL grammar (25 hours, lecture)

1. simple and progressive tenses for present, past, and future
2. present perfect and present progressive
3. simple modals
4. introduction of past perfect, perfect modals, conditional verbs, adjective clauses, gerunds and infinitive

VI. Review of sentence structure (8 hours, lecture)

1. simple
2. compound
3. complex
4. compound-complex sentences
5. corresponding transitional words and phrases
6. avoiding sentence boundary errors

VII. Review of punctuation (4 hours, lecture)

1. quotation marks
2. commas
3. end punctuation
4. colon
5. semicolon

VIII. Review of rhetorical modes (7 hours, lecture)

1. summary
2. narration
3. description
4. process
5. comparison and contrast
6. argumentation

IX. Multiple essay revisions in response to peer, tutor and instructor feedback. Production of 3000-3500 words of graded writing (8 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

"Winterblossom Garden" illustrates both the generation gap between a grandmother and granddaughter and their need to communicate with each other. In a 500-word essay, show how this conflict is resolved using examples from the text to support your ideas.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Write a 500-word essay on the fate of the main character in "The Lady or the Tiger?" In the introduction, briefly summarize the story including a first sentence with embedded citation and main idea. End the introduction paragraph with your thesis statement. In the body of the essay, argue whether the man will be eaten by the tiger or will marry the beautiful lady, using direct quotes (with page numbers) from the text and/or your own opinion based on logic. In your conclusion, summarize your points and make a final related comment about love and/or jealousy.

Critical Thinking Assignment 2:

Analyze the two articles (pro and con) from the textbook about manned space travel to Mars. Create a formal outline for an argument essay responding to this statement: "It is worth the expense and risk to make a manned flight to Mars."

D. Other Typical Assessment and Evaluation Methods

Completion, Essay Exams, Matching Items, Multiple Choice, Other (specify), Other Exams, Quizzes, Term or Other Papers, True/False, Written Homework

V. Instructional Methods

Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations

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

Journal (done on a continuing basis throughout the semester), 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:

Broukal, Milada. Weaving It Together 4. 4th ed. Heinle, 2015. Discipline Standard.

Azar, Betty, and Stacy Hagen. Understanding and Using English Grammar. 5th ed. Pearson, 2016. Discipline Standard.

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

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: Prerequisite

Category: sequential

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

Non-Credit English as a Second Language-53A or English as a Second Language-53A

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

Apply basic punctuation and grammar in paragraphs and essays.

NESL 53A/ESL 53A - Apply basic punctuation and grammar in the student's own writing.

Create support for written positions by use of textual reference as well as life experience.

NESL 53A/ESL 53A -Create support for written positions by use of textual reference and of life experience.

Write an essay that summarizes and responds to an assigned reading.

NESL 53A/ESL 53A -Compose an essay that includes a summary and a response to written material.

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

Requisite Skill: Qualification by assessment

Requisite Skill and Matching Skill(s): **Bold the requisite 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.

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:

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

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Matthew Kline

Date: 09/04/2017

Original Board Approval Date:

Last Reviewed and/or Revised by: Matthew Kline

Date: 09/04/2017

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.)

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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: 09/20/2021

Last Board Approval Date: 11/15/2021