



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: English as a Second Language 03A

Descriptive Title: Reading and Writing Level I

Course Disciplines: ESL

Division: Humanities

Catalog Description:

This beginning Level I reading and writing course is designed to develop basic reading skills, expand vocabulary, and develop basic writing skills. Students will move from sentence-level writing to short descriptive and chronologically-ordered paragraphs.

Conditions of Enrollment:

Recommended Preparation concurrent enrollment in English as a Second Language 02A

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

Hours Lecture: 5.00 hours per week TBA

Hours Laboratory: 0 hours per week TBA

Course Units: 0

Total Hours: 90

Grading Method: No Grade

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. Students will interpret isolated vocabulary words and phrases in familiar context.
2. Students will predict meanings of unfamiliar words in familiar contexts using context clues.
3. Students will use learned strategies to identify the topic, the main idea, and supporting details to interpret short narrative or descriptive passages on familiar topics.
4. Students will write a series of simple sentences containing learned vocabulary and using appropriate grammatical structures in a personal experience.

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. Analyze a reading selection to locate the topic, main idea, and supporting details.
Multiple Choice
2. Preview a reading selection to make predictions by reviewing the title, subtitles, and text.
Class Performance
3. Identify both the components of a sentence and transition signal words within a paragraph.
Performance exams
4. Apply dictionary skills to expand vocabulary and use the appropriate parts of speech in a given reading selection.
Quizzes
5. Analyze a reading selection to distinguish the chronological order of events described.
Class Performance
6. Utilize appropriate pronoun references for subjects, objects, and possessive adjectives to create coherence in a paragraph.
Quizzes
7. Use the coordinating conjunctions, such as *and*, *but*, and *so*, to logically connect ideas in constructing a paragraph.
Written homework
8. Compose chronologically-ordered paragraphs utilizing prepositions of time and time signal words.
Matching Items
9. Compose descriptive paragraphs using simple present tense, count/non-count nouns, and appropriate adjectives.
Class Performance

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	25	I	Reading Strategies <ul style="list-style-type: none"> A. Previewing, predicting, and making connections in a reading selection B. Finding a topic and its supporting details in a reading selection C. Using a dictionary to identify the meaning of the unfamiliar vocabulary D. Using a dictionary to identify parts of speech
Lecture	20	II	Parts of Speech <ul style="list-style-type: none"> A. Pronoun references <ul style="list-style-type: none"> 1. Subject 2. Object 3. Possessive adjective B. Prepositions of place/time C. Count/Non-count nouns and adjectives
Lecture	6	III	Tenses <ul style="list-style-type: none"> A. Simple present tense - affirmative B. Simple present tense - negative
Lecture	6	IV	Coordinating Conjunctions in Sentences and Paragraphs <ul style="list-style-type: none"> A. And B. But C. So
Lecture	26	V	Steps in Paragraph Writing <ul style="list-style-type: none"> A. Sentence components <ul style="list-style-type: none"> 1. Subject 2. Verb 3. Complement B. Developing parts of a paragraph <ul style="list-style-type: none"> 1. Main idea 2. Supporting details 3. Concluding sentence
Lecture	7	VI	Writing Paragraphs <ul style="list-style-type: none"> A. Chronological order <ul style="list-style-type: none"> 1. Signal words to indicate chronological order within paragraphs B. Descriptive <ul style="list-style-type: none"> 1. Signal words to indicate transitions within descriptive paragraphs
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 a paragraph of a minimum of 250 words, write about an activity you enjoy doing with a friend. Include both affirmative and negative simple present tense.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Read the following sentences. Then match the boldface words and phrases with the definitions below. Write the correct letter from A to J in the space provided at the beginning of the sentences. If you need more help, read the sentences in the article where the word appears and think about how it is used.

- ___ 1. I like winter sports such as skiing and ice-skating.
- ___ 2. This is a difficult math problem. I can't do it.
- ___ 3. We took lots of pictures at my brother's graduation from high school.
- ___ 4. The price of the book is \$15.00.
- ___ 5. This box is too heavy. I can't move it by myself.
- ___ 6. That car is \$5,000 more than all of the others. It's too expensive.
- ___ 7. My uncle has a job doing something he loves. He's a professional basketball player.
- ___ 8. He ate two slices of pizza, as well as a plate of spaghetti.
- ___ 9. Modern computers are much faster than old ones.
- ___ 10. Computers are an important tool for scientists.

A. not easy to do or understand

B. in addition to something else

C. belonging to the present time or most recent time

D. weighing a lot

E. something, such as a piece of equipment, that is useful for a particular purpose

F. a ceremony at which you receive a degree or diploma

G. costing a lot of money

H. for example

I. the amount of money that must be paid in order to buy something

J. doing a job, sport, or activity for money

2. After reading the paragraph titled "A Delicious Drink," write your own paragraph giving simple instructions on how to cook or bake something. Include a topic sentence, imperative sentences, time order signal words, and a title. The following is a sample.

A Delicious Drink

Turkish coffee is not easy to make, but it is delicious. There are several ways to make Turkish coffee, but this is the way my friend taught me. First, you will need a special pot called a cezve. Pour 3 cups of cold water into the pot. Then, add 3 teaspoons of coffee and 3 teaspoons of sugar to the water. Next, heat the water on a low flame until you can see foam forming on top. Don't let it boil. Then, take the pot off the heat. Gently stir the mix and return it to the heat. Repeat this two more times. Finally, pour the coffee into 3 cups. Make sure each gets some foam, and enjoy your coffee.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

- Performance exams
- Quizzes
- Written homework
- Class Performance
- Homework Problems
- Multiple Choice
- Matching Items

V. INSTRUCTIONAL METHODS

- Demonstration
- Discussion
- Group Activities
- 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: 10

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Blanchard, Karen, and Christine Root. Get Ready to Read: A Skills-Based Reader Pearson Education, 2005. Qualifier Text: Discipline standard,
Blanchard, Karen, and Christine Root. Ready to Write: A First Composition Text. 4th ed. Pearson Education, 2017.

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
Course Recommended Preparation English as a Second Language-02A	

D. Recommended Skills

Recommended Skills
Locate time markers in a simple sentence. ESL 02A -Analyze a simple sentence for time markers and appropriately apply the correct form of the verb "to be" in the present or past tense. ESL 02A -Analyze a simple sentence for time markers and appropriately apply the correct form of the verb "to be" in the present or past tense.
Determine the appropriate form of a present tense "to be" verb in a given sentence. ESL 02A - Select and use the appropriate form of "to be" in the present tense to express an affirmative statement, a 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. ESL 02A - Select and use the appropriate form of "to be" in the present tense to express an affirmative statement, a negative statement, or to ask and respond to a simple Yes/No or Why question, as called for in the context of a given situation.
Apply rules for articles with count and non-count nouns in written and conversational English. ESL 02A - Apply rules for the use of simple articles with countable nouns and for proper nouns in conversational and written sentences. ESL 02A - Apply rules for the use of simple articles with countable nouns and for proper nouns in conversational and written sentences.

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: 10/15/18

Last Reviewed and/or Revised by Chelsea Henson

Date: 04/30/2018

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