



El Camino College
COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: English as a Second Language 03B
Descriptive Title: Reading and Writing Level II
Course Disciplines: ESL
Division: Humanities

Catalog Description:

This Level II reading and writing course is designed to improve reading comprehension, increase vocabulary, and improve critical thinking and writing skills. Students will write descriptive, biographical, narrative, and subjective paragraphs.

Conditions of Enrollment:

Recommended Preparation

Qualification by assessment or completion of English as a Second Language 03A AND concurrent enrollment in English as a Second Language 02B

Course Length:	<u>X</u> Full Term	Other (Specify number of weeks):
Hours Lecture:	5.00 hours per week	
Hours Laboratory:	0 hours per week	
Total Hours:	90 hours	
Course Units:	0	

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 be able to predict meaning of unfamiliar vocabulary and distinguish facts from opinions and use context clues to find meanings.
2. Students will develop a topic sentence and supporting sentences to write a paragraph on a familiar topic.
3. Students will write sentences to create short narrative paragraphs to describe daily activities or past events using chronological order and simple past tense.

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. Scan a reading selection for specific information.
Performance exams
2. Analyze a reading selection and distinguish fact from opinion.
Class Performance
3. Make inferences from a reading selection.
Class Performance
4. Use content clues to improve comprehension.
Quizzes
5. Construct paragraphs about places using "there is/there are," prepositions of place, and adjectives.
Written homework
6. Generate logically developed paragraphs about narratives, using appropriate time signals.
Quizzes
7. Compose narrative biographical/autobiographical paragraphs utilizing the simple present and past tenses, emphasizing past tense.
Essay exams
8. Compose subjective paragraphs using signal words to indicate emphatic order.
Performance exams

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	27	I	Reading strategies A. Scanning and summarizing a reading selection for specific information B. Using word maps C. Identifying context clues D. Distinguishing fact from opinion E. Making inferences
Lecture	13	II	Verb Tenses and Agreement A. Simple present tense B. Past tense verbs C. There is / there are
Lecture	15	III	Parts of speech A. Prepositions of place B. Plural nouns C. Descriptive adjectives
Lecture	10	IV	Word parts A. Prefixes B. Suffixes
Lecture	7	V	Writing paragraphs A. Narration B. Biography
Lecture	10	VI	Steps in the paragraph writing process A. Topic sentence B. Supporting sentences C. Concluding sentence D. First draft E. Revision F. Editing G. Final draft
Lecture	8	VII	Using signal words A. Emphatic order B. Time order
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:

Write a biographical paragraph of at least 250 words about an important person. Use time signal words where appropriate.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Write a paragraph about your own personality. First, give your paragraph the title "More About Me." Next, start your paragraph with a topic sentence. Indent this topic sentence. Then, write at least three examples to support your topic sentence. This is an in-class assignment; you will have 25 minutes to complete your paragraph.
2. First read the paragraph below entitled "My Busy Day." Then, write a well-developed paragraph narrating a typical busy day of your own. Your paragraph must include a title, a topic sentence, supporting sentences, and a conclusion. This is an in-class assignment; you will have 25 minutes to complete your paragraph.

My Busy Day

My days are very busy. I wake up at 6:30AM and take my dog down for a walk. Then, I eat breakfast, get ready for school, and make my lunch. I usually ride my bike to school. I have classes from 9AM to 3PM. Then, I study at the library in the afternoon. I also have a part time job. I wash dishes at a restaurant near campus. I work from 6PM to 9PM. The job is not bad. I like the people I work with. I also get a free dinner! I ride my bike home. I take my dog for another walk. Then, I relax. I often watch TV for an hour. Sometimes, I read or listen to music. Finally, I get ready to go to bed.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams
Quizzes
Written homework
Class Performance
Homework Problems
Multiple Choice
Matching Items
Other (specify):
Written paragraphs

V. INSTRUCTIONAL METHODS

Discussion
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 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
Non-Course Recommended Preparation or qualification by assessment	Upon enrollment at ECC, ESL students take the norm-referenced Accuplacer assessment test, and 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. With proper assessment, a student has a greatly enhanced chance of success in the course.
Course Recommended Preparation AND English as a Second Language-03A	
Course Recommended Preparation English as a Second Language-02B	

D. Recommended Skills

Recommended Skills
Analyze a reading selection and locate the topic, main idea, and supporting details. ESL 03A -Analyze a reading selection to locate the topic, main idea, and supporting details.
List the components of a sentence and a paragraph. ESL 03A -Identify both the components of a sentence and transition signal words within a paragraph.
Construct paragraphs utilizing appropriate subject and object pronouns. ESL 03A - Utilize appropriate pronoun references for subjects, objects, and possessive adjectives to create coherence in a paragraph.
Determine an appropriate helping verb given the context of a sentence. ESL 02B - Select the appropriate helping verb to express ability or suggestion in the present or past, as called for in response to an oral question or a written exercise.

Respond to a Wh- question using an appropriate verb in the present progressive or simple past tense form.
ESL 02B - Select and use the appropriate verb form in the present progressive or simple past tense to express an affirmative/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 or exercise.

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: 4/30/2018