



EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

General Course Information

Subject: ESL
Course Number: 52 A
Descriptive Title: Introduction to Reading and Vocabulary Building
Division: Humanities
Department: English as a Second Language
Course Disciplines: English as a Second Language

Catalog Description:

This is an introductory course designed to transfer literacy in the first language to English by building basic reading skills and expanding vocabulary. Through the use of reading texts, reading kits, main idea exercises, and skimming and scanning activities, the foundation skills are developed through regular application. The aim of the course is to identify and reinforce good reading habits and to free students from over-dependence on dictionaries, with a focus on context as the key to meaning.

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 Hours: 90

Course Units: 5

Grading Method: Letter Grade only
Credit Status: Credit, non degree applicable

Transfer CSU: No **Effective Date:**
Transfer UC: No **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 #1

Given a low intermediate text, students will identify main ideas and specific details.

SLO #2

Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.

SLO #3

Given a low intermediate text, students will choose the correct word form to complete a sentence.

SLO #4

Given a low intermediate text, students will explain plots, describe settings and characters

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

1. Identify and explain main ideas through skimming, as well as distinguish main ideas from supporting details in simple prose passages.
2. Identify specific details in a reading through scanning.
3. Distinguish how specific sentence skills, for example, word order patterns, assist in clarifying meaning within a simple prose passage.
4. Define the general meaning of new vocabulary words in context, without the use of a dictionary.
5. Demonstrate reading comprehension within a variety of time limitations.
6. Compose paraphrases and summaries of introductory-level reading selections, with the inclusion of a response that endorses or challenges the writer's opinion.
7. Recognize prefixes and suffixes, and demonstrate the application of this information in comprehending new vocabulary words; recognize synonyms and antonyms.
8. Analyze themes, explain plots, and examine characters in short stories and poems of introductory-level difficulty.
9. Increase academic vocabulary through vocabulary building activities.

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. Skimming for main ideas (5 hours, lecture)

1. Introduction
2. Practice

II. Scanning for specific information (7 hours, lecture)

1. Introduction
2. Practice

III. Examining sentence patterns to extract meaning (10 hours, lecture)

- A. Introduction of "context clues" (in use of syntactic structures, punctuation, transition words and phrases, etc.).
- B. Practice

IV. Analyzing vocabulary in context to understand general meaning (13 hours, lecture)

- A. Introduction
- B. Practice

V. Practicing to increase reading speed (10 hours, lecture)

- A. Timed Practice

VI. Assessing comprehension of selected readings (20 hours, lecture)

- 1. Summarizing
- 2. Paraphrasing

VII. Reviewing parts of speech and introducing word families to develop vocabulary (10 hours, lecture)

- 1. Prefixes
- 2. Suffixes
- 3. Synonyms
- 4. Antonyms
- 5. Applying parts of speech to develop vocabulary

VIII. Recognizing and analyzing literary elements in short stories and poetry (15 hours, lecture)

- 1. Characterization
- 2. Figures of speech such as similes, metaphors, and onomatopoeia
- 3. Plot
- 4. Point of view
- 5. Irony
- 6. Theme

Total Lecture Hours: 90

Total Laboratory Hours: 0

Total Hours: 90

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation

3) Skills demonstration

B. Typical Assignment Using Primary Method of Evaluation

Write a summary of "The Inventor of the Telephone." Use no more than ten sentences. Use your own words. That is, do not copy sentences from the reading. Include the inventor's name, why he is famous, when and where he was born, where he spent his life, his main goal as an inventor, and the date of the first phone call.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

In ten sentences or fewer, summarize the plot of "Rain Music" in your own words. Then, explain whether you agree or disagree with Linh's choice to marry Thanh.

Critical Thinking Assignment 2:

Create a two-columned chart that contrasts the characters Sylvia and The Hunter in "The White Heron." In the chart, compare and contrast their ages, appearances, personalities, character development, and motivation to behave as they do.

D. Other Typical Assessment and Evaluation Methods

Class Performance, Completion, Journal kept throughout course, Matching Items, Multiple Choice, Other (specify), Presentation, Quizzes, Reading Reports, True/False, Written Homework

V. Instructional Methods

Demonstration, Discussion, Group Activities, Lecture, Other (specify), Role play/simulation

If other:

Timed reading

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, 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: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Douglas, Nancy and David Bohlke. Reading Explorer 3. Cengage, 2019.

Savage, Alice. Read This! Level 3, Cambridge, 2010.

Discipline Standard

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

C. Required Supplementary Readings

Gilbert, Elizabeth. Eat, Pray, Love (Oxford Bookworms Library, Level 4), Oxford Bookworms, 2015.

Oxford Bookworms Factfiles: Great Crimes Level 4. Oxford Bookworms, 2008.

Wilder, Laura, and Garth Williams. Little House on the Prairie. Harper Collins, 2008.

Qualifier Text: Discipline standard

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:

Requisite 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: qualification by appropriate assessment

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

While this is the first level of the ECC ESL program, this is not, in fact, a beginning-level course. If the student's score is below the cut score on the placement test, he / she needs to be advised to enroll in the noncredit ESL program, an adult school, or private English program for further preparation.

English-language reading and writing skills at adult school low-intermediate level will strongly enhance a students' ability to succeed in this course.

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: R. Daniel Houston

Date: 10/25/1977

Original Board Approval Date:

Last Reviewed and/or Revised by: Matthew Kline

Date: 05/06/2021

Last Board Approval Date: 07/19/2021