



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	NENG
Course Number:	0100S
Descriptive Title:	Noncredit Reading and Writing Support
Division:	Humanities
Department:	English
Course Disciplines:	English
Catalog Description:	This is a supplemental writing course taught in conjunction with English C1000. Students receive instruction in the basic elements of the college essay and receive additional support for topics covered in English C1000. The content of NENG 0100S, a noncredit course, is identical to the content of English 0100S, a credit course. NENG 0100S shall be offered with English 0100S as a dual-roster course.
Prerequisite:	
Co-requisite:	English C1000
Recommended Preparation:	Qualification by assessment
Enrollment Limitation:	
Hours Lecture (per week):	2
Hours Laboratory (per week):	0
Outside Study Hours:	4
Total Course Hours:	36
Course Units:	0
Grading Method:	No Grade
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	

IGETC:	
Term:	
Other:	
CalGETC:	
Term:	
Other:	
Student Learning Outcomes:	SLOs 1-3 rearticulate the SLOs from ENGL 1A, as the primary goal of ENGL 1A is for students to succeed in transfer-level English. SLOs 4-5 are specific to ENGL/NENG 1AS. SLO #1 Complete a research-based essay that has been written out of class and undergone revision. It should demonstrate the student's ability to thoughtfully support a single thesis using analysis and synthesis. SLO #2 Integrate multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page. SLO #3 Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use. SLO #4 Revise essay drafts based on feedback from others. SLO #5 Comprehend and analyze non-fiction college-level texts.
Course Objectives:	1. Apply writing process strategies, especially those related to prewriting, drafting, and revision, with the goal of composing thesis-driven essays 2. Utilize reading strategies for analyzing and interpreting texts, with the goal of understanding a writer's point, the relationship between the main ideas and supporting details, and the significance of the issues, ideas, and points the author is attempting to convey 3. Apply research and information literacy skills with the goal of effectively integrating outside sources into academic writing, while utilizing MLA conventions of documentation 4. Employ strategies for revising sentence-level grammar and usage errors 5. Demonstrate metacognition concerning successful reading and writing processes
Major Topics:	I. The Writing Process (5 hours, lecture) A. Reviewing mentor texts B. Reading essay prompts carefully C. Utilizing prewriting strategies

- D. Drafting
- E. Utilizing revision strategies
- F. Processing and utilizing feedback

II. Critical Reading Strategies (6 hours, lecture)

- A. Annotating
- B. Notetaking
- C. Processing through written reflection
- D. Breaking down texts using graphic organizers
- E. Identifying rhetorical strategies
- F. Identifying main ideas and supporting details
- G. Making inferences
- H. Identifying the rhetorical situation (purpose, audience, context, genre, etc.)
- I. Distinguishing between fact and opinion

III. Developing and Revising Essay Components (5 hours, lecture)

- A. Strategically developing introductions and conclusions
- B. Revising and fine-tuning thesis statements
- C. Reworking body paragraphs for greater development, unity, and coherence

IV. Strategies for Working with Sources (5 hours, lecture)

- A. Paraphrasing sources
- B. Synthesizing sources
- C. Integrating relevant quotations
- D. Avoiding plagiarism

V. Research Paper Writing (5 hours, lecture)

- A. Utilizing library resources
- B. Utilizing source evaluation strategies
- C. Composing annotated bibliographies or similar reviews of research
- D. Proposing a research subject and developing a preliminary research plan
- E. Evaluating one's use of MLA-style documentation, especially in-text citations and the works cited page

VI. "Just-in-time" remediation for grammar and mechanics, as needed, in the context of writing assignments (5 hours, lecture)

- A. Peer editing
- B. Collaborative editing exercises
- C. Group activities
- D. One-on-one consulting and revising sessions

VII. Metacognition about writing and academic performance (3 hours, lecture)

- A. Considering affective issues that impact student performance
- B. Reflecting on and reconsidering writing
- C. Identifying strengths in writing

	D. Identifying weaknesses in writing and methods to address them VIII. Discussion of success indicators and navigation of home, work, and academic life (2 hours, lecture) A. Motivation B. Resilience C. Resourcefulness D. Utilization of campus student services and supports E. Time management skills
Total Lecture Hours:	36
Total Laboratory Hours:	0
Total Hours:	36
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Reading Assignment on "Brainology: Transforming Students' Motivation to Learn" by Carol S. Dweck Before you read: Write a paragraph in response to this question: what do you think is necessary for someone to become a highly-motivated student who is passionate about learning? While you read: 1.) Circle, underline, or highlight words and sentences that stand out to you, or that you have questions about. 2.) Jot down notes in the margins of the article about any connections or questions you come up with. When you're done, someone should be able to pick up the article and say, "This student clearly read the article very carefully." This means at least four connections/questions on each page. After you read: 1.) In one paragraph, in your own words, how would you define the fixed mindset? 2.) In one paragraph, in your own words, how would you define the growth mindset?
Critical Thinking Assignment 1:	In a 3- to 4-page written essay, analyze the thesis and supporting evidence in Robert Heilbroner's "Don't Let Stereotypes Warp Your Judgment," and evaluate whether his perception that the practice of stereotyping can be reduced through individual effort is valid or invalid. Analyze and evaluate the portions of Heilbroner's text that you incorporate into your essay.
Critical Thinking Assignment 2:	English C1000 Research Paper: Capstone Assignment Assignment Requirements:

	• The paper should present a thesis that is specific, manageable, provable, and contestable--in other words, the thesis should offer a clear position, stand, or opinion that will be proven with research. • You need to research and cite five sources. You must use at least four different types of sources. ○ At least one source must be from our library's database (such as Academic Search Premiere Complete or CQ Researcher). ○ At least one source must be a book, anthology, or textbook. ○ At least one source must be from a credible website, appropriate for academic use. ○ At least one source must be scholarly (these may be articles from ECC library databases or books). • The paper should not over-rely on one main source for most of the information. Rather, it should use multiple sources and synthesize the information found in them. • The paper will be approximately 5-7 pages in length, not including the Works Cited page, which is also required. This means at least 5 full pages of text. The Works Cited page does NOT count toward the length requirement. • You must use MLA format for the document, in-text citations, and Works Cited page. • You must integrate quotations and paraphrases using signal phrases and analysis or commentary. • You must sustain your argument, use transitions effectively, and use correct grammar, spelling, and punctuation. • Your paper must be logically organized and focused.
Other Evaluation Methods:	Essay Exams, Journal kept throughout course, Quizzes, Reading Reports, Term or Other Papers, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Journal (done on a continuing basis throughout the semester), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Eric Schlosser. Fast Food Nation. First Mariner Books, 2012. (Discipline Standard) Sonia Nazario. Enrique's Journey. Random House, 2014. (Discipline Standard) Diana Hacker and Nancy Sommers. Rules for Writers. 10th edition. Bedford/St. Martin's, 2021.
Alternative Texts:	
Required Supplementary Readings:	The books listed above are examples of the types of texts that might be required in ENGL C1000, the corresponding transfer-level course for ENGL/NENG 0100S.
Other Required Materials:	
Requisite:	Corequisite
Category:	standard

Requisite course(s): List both prerequisites and corequisites in this box.	English C1000
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	NENGL 0100S is necessary for accurately placed students to be successful in ENGL C1000 because it provides the extra scaffolding, support, and instructor attention that developmental students need in order to produce college-level writing. NENGL 0100S provides more sustained practice in implementing reading strategies, developing and articulating a specific thesis, formulating a written argument, and implementing strategies for revision. NENGL 0100S provides the opportunity for students to dig deeper into course texts for ENGL C1000 and for instructors to work hands-on with students on their writing. Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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	ENGL/NENG 0100S will always be taken in conjunction with ENGL C1000, ECC's transfer-level English composition course. Many students taking ENGL C1000 with ENGL/NENG 0100S would historically have placed lower in the basic skills sequences, possibly much lower. A co-requisite approach to remediation focuses on challenging students (placing them directly in a college-level course) while also providing a high level of support (by providing additional co-requisite hours with the same instructor). During the assessment process, some students will be required to take ENGL 0100S with ENGL C1000 in order to enroll in ENGL C1000. Students who pass ENGL 0100S but not ENGL C1000 will be allowed to take ENGL C1000 with NENG 0100S during their subsequent attempt.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	
Date:	

Original Board Approval Date:	
Last Reviewed and/or Revised by:	Christopher Page
Date:	09/11/2025
Last Board Approval Date:	11/18/2025
Effective Term:	FA 2026