



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Non-Credit English as a Second Language 03C
Descriptive Title: Reading and Writing Level III
Course Disciplines: ESL
Division: Humanities

Catalog Description:

This intermediate reading and writing course is designed to improve reading comprehension, increase vocabulary, and improve critical thinking and writing skills. Students will write paragraphs using chronological order, emphatic order, and spatial order.

Conditions of Enrollment:

Recommended Preparation qualification by assessment or completion of English as a Second Language 03B AND concurrent enrollment in English as a Second Language 02C

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	5.00 hours per week	TBA
Hours Laboratory:	hours per week	TBA
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 use previously learned strategies of skimming, scanning, previewing, and prediction to discover the general idea, main idea, and supporting details.
2. Students will draw meaning from familiar texts by using previously learned vocabulary skills of words' prefixes/suffixes and synonyms/antonyms.
3. Students will write related sentences to form paragraphs, and proofread and edit their writing.

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 and preview, predict, and confirm information in the text.
Class performance
2. Analyze a reading selection and locate synonyms and antonyms in text.
Quizzes
3. Analyze a reading selection and locate patterns of organization such as chronological and spatial relationships as well as cause/effect and compare/contrast.
Homework problems
4. Evaluate a reading selection for facts, opinions, and inferences.
Performance exams
5. Identify and define compound words in a reading selection.
Multiple choice
6. Constructing topic and supporting sentences.
Other (specify)
Constructing paragraphs
7. Compose paragraphs of time utilizing chronological order, time signal words, and prepositions of time.
Performance exams
8. Compose emphatic order paragraphs, including equal importance, most to least, and least to most.
Written homework
9. Compose paragraphs of spatial order.
Class performance
10. Compose and revise paragraphs on selected topics.
Written homework

11. Demonstrate knowledge of the prewriting process by documenting, brainstorming, and clustering.
Written homework

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	6	I	Topics and main ideas a. Identifying in readings b. Articulating in writing
Lecture	5	II	Dictionary a. Basic usage b. Multiple meanings of words
Lecture	5	III	Details a. Identifying in readings b. Incorporating into writing
Lecture	2	IV	Prewriting and structure a. Organizing b. Grouping
Lecture	4	V	Evaluating information relevancy a. Assessing in readings b. Avoiding irrelevant information in writing
Lecture	10	VI	Types of sentences a. Topic sentences b. Supporting sentences
Lecture	5	VII	Types of words a. Synonyms b. Antonyms
Lecture	7	VIII	Reading strategies a. Context clues b. Predicting
Lecture	5	IX	Prefixes and suffixes a. Latin b. Greek
Lecture	7	X	Analyzing in reading and writing a. Facts b. Opinions c. Inferences
Lecture	6	XI	Organizing information chronologically a. First, second, third b. First, then, last
Lecture	5	XII	Organizing information emphatically a. Weakest to strongest b. Strongest to weakest

Lecture	8	XIII	Organizing information spatially a. Top to bottom b. Left to right
Lecture	3	XIV	Prepositions
Lecture	7	XV	Prewriting for context a. Brainstorming b. Clustering
Lecture	5	XVI	Revision of writing a. Large-scale revision b. Small-scale revision c. Proofreading
Total Lecture Hours		90	
Total Laboratory Hours		0	
Total Hours		90	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Other - Students will be evaluated based on daily homework assignments, performance in class discussions and exercises, writing assignments, and on quizzes and exams.

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Write a paragraph about why it is important to go to college. Pay attention to the order of emphatic and time signal words that you use.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Reading

This is a sample of a reading assignment to assess students' critical thinking skills. Students will be given 10 minutes to read and fill in the blank spaces with the correct word or phrase given in the box.

Instructions:

Read the statements carefully, and fill in the blanks with the correct word or phrase from the box.

burp	examine	humorous
chuckle	expert	insult
comedies	forbidden	keep a straight face
crack up	frowned upon	out-of-control
embarrassed		

- I love to laugh. My favorite movies are all _____.
- If you _____ these books, you will see they are all very serious.
- I was very _____ when I forgot my teacher's name.
- My father likes to tell _____ stories about his boss.
- You shouldn't _____ your parents. It's impolite.
- We can't smoke in this room. It's _____.
- In the United States it is rude to _____ at the dinner table. In my family, to make a sound was _____.
- The kids on the playground are fighting and screaming. The situation is getting _____.

9. I always _____ when I watch *I Love Lucy*. I think it's the funniest show on TV.
 10. It's impossible for me to _____ when my little sister puts on makeup and tries to act grown-up.
 11. Our history professor is an _____ on ancient Rome.
 12. My grandfather smiled a little when I told him my favorite joke, but my brother _____.
2. Writing

This is a sample of a writing assignment to assess students' critical thinking skills. Students will be given 25 to 30 minutes to write a well-developed paragraph. They will have to follow the instructions.

Instructions: Write a well-developed paragraph. Start by writing the topic (title), a topic sentence and 4 to 5 supporting details and a concluding statement. Use the following as the topic sentence.

What was your best vacation and why?

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

V. INSTRUCTIONAL METHODS

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. Ready to Read Now: A Skills-Based Reader. Pearson Education, 2005. Discipline Standard

Blanchard, Karen, and Christine Root. Ready to Write 2: Perfecting Paragraphs. 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
------------	----------------------------

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	Successful language development and improvement is dependent on the student working at his or her zone of proximal development. This is in line with current pedagogy in the field. The zone of proximal development means that a student is working on skills just above their current mastery range, so that they can enhance and build prior skills while adding new ones that are developmentally appropriate. Testing is the most accurate way to assess these skills.
Course Recommended Preparation AND English as a Second Language-03B	
Course Recommended Preparation English as a Second Language-02C	

D. Recommended Skills

Recommended Skills
Students must be able to scan, summarize, and analyze reading selections. ESL 03B - Scan a reading selection and summarize the selection orally or in writing. ESL 03B - Analyze a reading selection and distinguish fact from fiction. ESL 03B - Analyze a reading selection and distinguish statements of facts from inferences.
Students must be able to define words in readings based on common prefixes and suffixes. ESL 03B - Define words in a reading selection based on comprehension of common prefixes and suffixes.
Students must be able to construct paragraphs about places and include correct prepositions. ESL 03B - Construct paragraphs about places using "there is/there are" and prepositions of place.
Students must be able to construct paragraphs giving orders and instructions, and include correct imperative verb forms. ESL 03B - Using the imperative verb form, compose paragraphs giving orders and instructions.
Students must be able to construct personal narrative paragraphs and utilize the simple past tense. ESL 03B - Compose narrative biographical/autobiographical paragraphs utilizing the simple past tense.
Students must be able to construct subjective paragraphs and use time signal words to indicate emphatic order. ESL 03B - Compose subjective paragraphs using time signal words to indicate emphatic order.
Students must be able to correctly use verb tenses in conversation, and they must be able to use the correct word orders appropriate for statements and questions.

ESL 02C - Converse in the simple present, past, or future tense as called for in the context of a given situation.
ESL 02C - Demonstrate the ability to apply the word orders appropriate for statements and for questions when using the present, past, and future verb tenses.
Students must be able to correctly use verb tenses in conversation, and they must be able to use the correct word orders appropriate for statements and questions.
Students must be able to apply the appropriate pronunciation and spelling rules of simple past tense of regular verbs in speaking and writing, and they must be capable of identifying the contexts where the use of simple present tense is required to express facts, habitual actions, and non-action verbs.
ESL 02C - Apply the appropriate pronunciation rules and spelling rules of simple past tense of regular verbs in speaking and writing.
ESL 02C - Identify the contexts where the use of simple present tense is required to express facts, habitual (repeated) actions, and non-action (non-progressive) verbs.
Students must be able to utilize context to determine whether the simple present tense or present progressive tense is required, and they must be able to distinguish between the use of gerunds and infinitives as complements of a given verb (in conversation and in writing).
ESL 02C - Utilize the context to determine whether the simple present tense or present progressive tense is required.
ESL 02C - In conversation and in writing, distinguish between the use of gerunds and infinitives as complements of a given verb.
Students must be able to use appropriate modals to express future and possibility (in conversation and in writing), and determine the verb tense in a given context based on time expressions.
ESL 02C - Select and use, in conversation and in writing, appropriate modals to express future and possibility.
ESL 02C - Determine the verb tense in a given context from the time expressions provided therein.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
--	--------------------------------------

Course created by Rebecca Loya on 09/10/2006.

BOARD APPROVAL DATE: 11/20/2006

LAST BOARD APPROVAL DATE: 11/19/2018

**Last Reviewed and/or Revised by: Aurora Cortez-Perez
20310**

Date: 9/19/2018