



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

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

Catalog Description:

This advanced reading and writing course is designed to provide students with strategies to improve reading comprehension and writing skills. Reading practice activities will be presented to increase vocabulary, to use context for determining meaning of texts, and to develop critical thinking skills. In writing, students will study a variety of grammatical structures and transitional expressions to help generate simple expository paragraphs.

Conditions of Enrollment:

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

Course Length:	X 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	

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 appropriate reading strategies to identify main ideas and key points to evaluate the content for facts or opinions, make inferences, or interpret the author's point of view.
2. Students will write short comparison/contrast or cause/effect paragraphs, using appropriate signal words and punctuation.

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. Predict content of a reading selection and scan the text to confirm specific information.
Class Performance
2. Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details.
Multiple Choice
3. Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts.
Performance exams
4. Use graphic organizers, charts, diagrams, pictures, and context clues to make inferences about texts.
Reading reports
5. Write simple expository paragraphs.
 - a. comparing and contrasting
 - b. cause and effect
 - c. informal letters
 - d. short summariesClass 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	4	I	Identifying/developing topics and main ideas in reading selections A. Explicitly stated main ideas B. Implicit main ideas
Lecture	8	II	Developing topics and main ideas in writing A. Freewriting B. Prewriting
Lecture	5	III	Identifying details in reading selections A. Highlighting and annotating B. Skimming C. Scanning D. Summarizing
Lecture	6	IV	Using context clues in reading to determine meaning A. Charts B. Diagrams C. Pictures
Lecture	7	V	Evaluating reading selections A. Identifying facts B. Identifying points of view C. Recognizing inferences
Lecture	5	VI	Making predictions and scanning for specific information in reading selections A. Context clues B. Keywords and significant phrases C. Pictures and captions
Lecture	4	VII	Using the dictionary to understand new words and words with multiple meanings
Lecture	8	VIII	Pre-writing process A. Brainstorming B. Clustering and mapping C. Gathering information D. Outlining
Lecture	9	IX	Writing topic sentences and generating supporting details A. Clearly stating a main point B. Identifying relevant details C. Providing adequate explanation

Lecture	18	X	Writing simple expository paragraphs A. Summary B. Paragraphs for informal letters C. Compare and contrast D. Cause and effect
Lecture	10	XI	Applying appropriate rules of grammar in writing sentences A. Subject-verb agreement B. Avoiding sentence fragments C. Verb tenses D. Modals E. Simple and compound sentences
Lecture	6	XII	The writing process A. Revising for content B. Revising for development and cohesion C. Editing for mechanical, usage, grammatical, and spelling errors
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, participation, performance in class discussions and exercises, writing assignments, and quizzes and exams.

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Write a paragraph of a minimum of ten sentences, on one of the following topics:

- a. Compare and contrast two paintings provided by the professor.
- b. Write about the effects of air pollution on human health.

The paragraph should include:

A topic sentence and a concluding sentence
Logical organization for your supporting details

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 the paragraph *Test Your Skills*.

Instructions:

Read each paragraph and answer the four questions that follow. The first question is about the main idea of the passage. The second is a vocabulary question that you should be able to answer using context clues. The third and fourth questions test your understanding of details in the passage.

People have always been interested in sending signals, or messages, to each other. Over the years, the transmission of signals has become more and more powerful. The earliest way to send a message without personally delivering it was to give a signal that could be seen from far away. Some early

examples include fire signals, smoke signals, and flag waving. In the 1830s, Samuel Morse invented the telegraph, which sent electrical signals along a wire. People sent messages in a code of long and short beeps, called Morse codes. In 1901, the first radio message was sent across the Atlantic by Italian inventor Guglielmo Marconi. He proved that it is possible to communicate with electrical signals. Tiny glass tubes called optical fibers carry light pulses. Today, fiber optic technology uses light to carry sound signals farther, faster, and more efficiently than ever before.

1. What is the main idea of the paragraph?
 - a. Fiber optic technology uses light to carry sound signals.
 - b. The transmission of signals has become more powerful.
 - c. The history of signals began in 1901.
 - d. Transmission signals is the basis of technology.

2. *Optical fibers* are
 - a. small glass tubes
 - b. electrical signals
 - c. a pair of glasses
 - d. smoke signals

3. The paragraph does *not* mention
 - a. who sent the first radio message across the Atlantic
 - b. problems with fiber optic technology
 - c. early ways of sending signals
 - d. when the telegraph was invented

4. Which sequence of events is correct?
 - a. smoke signals, radio, telegraph, fiber optics
 - b. fiber optics, smoke signals, telegraph, radio
 - c. smoke signals, fiber optics, telegraph, radio
 - d. smoke signals, telegraph, radio, fiber optics

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.
Why is it important to learn English in the United States?

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Performance exams
Quizzes
Written homework
Class Performance

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
Answer questions
Skill practice
Required reading
Written work

Estimated Independent Study Hours per Week: 10

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Blanchard, Karen and Christine Root. Ready to Write 2. 5th ed. Pearson Education, 2017.

Blanchard, Karen and Christine Root. Ready to Read Now. Pearson Education, 2005.

Qualifier Text: There is no newer edition published and this textbook represents the discipline standard.

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 skill 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-03C	
Course Recommended Preparation English as a Second Language-02D	

D. Recommended Skills

Recommended Skills
Students must be able to use reading strategies (prediction, previewing), analyze a text, identify types of words (synonyms, antonyms), and locate organizational patterns (cause/effect, compare/contrast). ESL 03C -Scan a reading selection and preview, predict, and confirm information in the text. ESL 03C -Analyze a reading selection and locate synonyms and antonyms in text. ESL 03C -Analyze a reading selection and locate patterns of organization such as chronological and spatial relationships as well as cause/effect and compare/contrast.
Students must be able to evaluate a reading selection for facts, opinions, and inferences. ESL 03C - Evaluate a reading selection for facts, opinions, and inferences.
Students must be able to effectively compose paragraphs that are organized by time, space, and importance. ESL 03C - Compose paragraphs of time utilizing chronological order, time signal words, and prepositions of time. ESL 03C -Compose emphatic order paragraphs, including equal importance, most to least, and least to most. ESL 03C - Compose paragraphs of spatial order.
Students must be able to write topic sentences and supporting sentences. ESL 03C -Construct topic and supporting sentences.
Students must be able to compose and revise paragraphs. ESL 03C - Compose and revise paragraphs on selected topics.

<p>Students must have knowledge of the prewriting process, including documenting, brainstorming, and clustering. ESL 03C - Demonstrate knowledge of the prewriting process by documenting, brainstorming, and clustering.</p>
<p>Students must be able to select and use appropriate modals of necessity, request, desire, and advice. ESL 02D - Select and use, in conversation and in writing, appropriate modals of necessity, request, desire, and advice.</p>
<p>Student must be able to apply rules for count and noncount nouns and quantifiers. ESL 02D -Apply rules for count and noncount nouns and quantifiers in the context of a given situation or exercise.</p>
<p>Students must be able to modify verbs with appropriate adverbs of manner. ESL 02D -Demonstrate the ability to modify verbs with appropriate adverbs of manner in conversation and writing.</p>

E. Enrollment Limitations

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

Course created by Rebecca Loya and Shemiran I. Lazar on 10/01/2006.

BOARD APPROVAL DATE: 11/22/2007

LAST BOARD APPROVAL DATE: 11/19/2018

**Last Reviewed and/or Revised by: Aurora Cortez-Perez
20311**

Date: 9/19/2018