



EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

General Course Information

Subject: NESL
Course Number: 53 C
Descriptive Title: Advanced Writing and Grammar
Division: Humanities
Department: English as a Second Language
Course Disciplines: English as a Second Language

Catalog Description:

This course strengthens college-level writing skills in preparation for English 1A for students learning English as a second language. Students read articles, essays, poetry, and works of fiction or non-fiction which are of literary and cultural importance. Students practice and further develop advanced grammar and sentence skills. Students utilize research strategies and Modern Language Association (MLA) style to write a thesis-driven, multi-source research paper. The content of NESL 53C, a noncredit course, is identical to the content of ESL 53C, a credit course. NESL 53C shall be offered with ESL 53C as a dual-roster course.

Conditions of Enrollment:

Prerequisite: Non-Credit English as a Second Language 53B with a grade of Pass or English as a Second Language 53B with a minimum grade of C or qualification by assessment

Recommended Preparation: English as a Second Language 52B-NESL or English as a Second Language 52B

Course Length: Full Term

Hours Lecture (per week): 5
Hours Laboratory (per week): 0
Outside Study Hours: 10
Total Course Hours: 90

Course Units: 0

Grading Method: P/NP/SP
Credit Status: Non Credit

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 revisions are completed via the SLO Change Form available on the College Curriculum Committee website.

SLO #1

Demonstrate organizing elements such as a thesis, topic sentences, and transitions.

SLO #2

Use basic research skills and textual evidence from an advanced-level text.

SLO #3

Use proper formatting and MLA documentation.

SLO #4

Demonstrate correct grammar and sentence structure.

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

1. Apply critical thinking skills to college-level expository prose for the purpose of writing and discussion.
2. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
3. Demonstrate the ability to incorporate revision information received in peer review into a rough draft.
4. Plan, write, and revise 600 to 1,000-word multi-paragraph expository essays that include both an introduction and conclusion, and which exhibit coherence and unity; avoid major grammatical and mechanical errors that interfere with meaning; and demonstrate awareness of cultural context, audience, purpose, and language choice.
5. Utilize research strategies to write a research essay which supports an arguable thesis; contains quotes, paraphrases and syntheses of source material; utilizes correct MLA format; and demonstrates an awareness of expectations in an American academic context.
6. Apply knowledge of advanced grammar to editing essays.
7. Examine and analyze American culture through its literature including novels, short stories, poetry as well as non-fiction works about current social issues.

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. Critical Reading of Authentic, Academic, Technical or Literary Texts of Cultural Value and Importance (20 hours, lecture)

A. Comprehension strategies

1. Author's tone, purpose and audience
2. Organization of ideas within the text
3. Main idea and details
4. Paraphrasing
5. Summarizing

B. Critical reading

1. Recognizing and interpreting cultural references
2. Implied meaning and intent
3. Determining fact vs. opinion
4. Drawing conclusions
5. Questioning author's assumptions
6. Responding to a text
7. Recognizing rhetorical strategies and literary devices
8. Recognizing author's linguistic choices
9. Recognizing author's use of outside sources

10. Identifying credible sources

II. Analytical Writing (30 hours, lecture)

- A. Prewriting and topic selection
- B. Organizing and outlining
- C. Composing
- D. Revising
 - 1. Peer review
- E. Editing grammar and mechanics
- F. Essay structure
 - 1. Thesis statements and topic sentences
 - 2. Introductions and conclusions
 - 3. Appropriate transitions and cohesive devices
 - 4. Plagiarism avoidance
 - 5. Word choice and common reporting verbs
- G. Types of writing
 - 1. To inform (narration, description, exemplification)
 - 2. To persuade (argument)
 - 3. To compare or contrast
 - 4. To analyze causes or effects
- H. Multi-draft Out-of-Class Writing
- I. Timed, in-class impromptu writing
- J. Production of at least 15 pages (4,000-4,500 words) of graded writing both in and out of class

III. Research Skills (8 hours, lecture)

- A. Using library databases, Internet sources, case studies, and textbooks
- B. Utilizing and incorporating secondary sources
 - 1. Direct and indirect quotations
 - 2. Avoiding plagiarism
 - 3. MLA style for document format and documentation (in-text citation and Works Cited pages)
 - 4. Synthesizing multiple sources
 - 5. Using sources to support a thesis
 - 6. Examination of a current issue in American society such as health care, education, stereotyping and discrimination, gun control, the environment, etc.

IV. Review of Grammar (10 hours, lecture)

- A. Review mechanics and usage-fragments, run-ons and comma splices, tense, point of view, agreement, and pronoun use
- B. Review sentence patterns and combining for subordination and coordination

V. Advanced Grammar (12 hours, lecture)

- A. Perfect aspect
- B. Passive voice
- C. Conditionals
- D. Gerunds and infinitives
- E. Embedded sentences
- F. Complex structure
 - 1. Adjective clauses
 - 2. Noun clauses
 - 3. Verbals and verb phrases

VI. Cultural Competency (10 hours, lecture)

- A. Develop an understanding of important American and international historical and cultural events
- B. Examine discourse from a variety of cultural perspectives
- C. Incorporate rhetorical patterns and patterns of reasoning inherent in American academia and students' own writing
- D. Respond to contemporary American and global cultural, social, and educational issues

Total Lecture Hours: 90

Total Laboratory Hours: 0

Total Hours: 90

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation:

- 1) Substantial writing assignments

B. Typical Assignment Using Primary Method of Evaluation

In the book *Black Like Me*, author John Howard Griffin, a white man, darkens his skin in order to appear black. He then enters the Deep South of the 1950s in order to experience what it is like to be black in that time and place. Is Griffin justified in pretending to be black? Why or why not? In an essay of at least three pages (about 1,000 words), explain why Griffin is or is not justified using quotes and paraphrases from the book. You may bring in the current (2019) climate around racism in the U.S. as more support or opposition for your reasoning.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

In "Online Learning and Student Success," Mark Charles Fissel questions the effectiveness of online learning. If you had the choice to attend a college or university that offered only online classes, would you choose to do so? Write a 600-word argumentation essay in which you claim why it would be better or worse to attend an online college or university. Discuss some of the issues that Fissel brings up in his essay, such as cost, access, effectiveness of online versus traditional learning, interaction with instructors and other students, learning as a commodity versus an experience, and commercialization of education. Use Fissel's article as well as your own experience to support your points.

Critical Thinking Assignment 2:

In your research essay, you will explore the causes and effects of a particular historical event in the United States that is captured in a newspaper photograph. Your essay will involve analysis of the photo itself, background on the historical event it captures, and the impact that the event had on laws and policies both at that time and at the present time. Write an essay approximately 3-5 pages long, not including your Works Cited page. You will use at least 3 sources from the My ECC Library Database that are either books, magazines, or documentary films. You cannot use websites unless they end in .edu or .org.

D. Other Typical Assessment and Evaluation Methods

Completion, Essay Exams, Journal kept throughout course, Matching Items, Multiple Choice, Presentation, Quizzes, Term or Other Papers, True/False, Written Homework

V. Instructional Methods

Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations

If other:

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

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:

Joyce Cain, Grammar for Writing 3: An Editing Guide to Writing, 2nd ed., Pearson, 2012.

Diana Hacker, Rules for Writers, 9th ed., Bedford/St. Martin's, 2019.

Ernest Hemingway, The Old Man and the Sea, Scribner, 1952.

Qualifier Text: Discipline Standard

Jeanne Wakatsuki Houston and James D. Houston, Farewell to Manzanar, Dell Laurel-Leaf, 1973.

Qualifier Text: Discipline Standard

Steve Lopez, The Soloist: A Lost Dream, an Unlikely Friendship, and the Redemptive Power of Music, Berkley, 2010.

Qualifier Text: Discipline Standard

James McBride, The Color of Water: A Black Man's Tribute to His White Mother, Riverhead Books, 1996.

Qualifier Text: Discipline Standard

John Howard Griffin, Black Like Me, Berkley, 2010.

Qualifier Text: Discipline Standard

Victoria Holt, et al, editors, Inside Out Outside In: Exploring American Literature, Houghton Mifflin, 2001.

Qualifier Text: Discipline Standard

B. Alternative Textbooks: Please use the following format(s): if applicable

C. Required Supplementary Readings

Steinbeck, The Moon is Down, 4th ed., Penguin Classics, 1995.

(discipline standard)

Tsukiyama, The Samurai's Garden, St. Martin's Press, 1994.

(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: Prerequisite

Category: sequential

Requisite course(s): List both prerequisites and corequisites in this box.

Noncredit English as a Second Language 53B with a grade of Pass or English as a Second Language 53B with a minimum grade of C or

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

Ability to write an essay with some textual evidence.

NESL 53B/ESL 53B - Demonstrate comprehension of intermediate readings by summarizing, interpreting, and reacting in writing to assigned material.

NESL 53B/ESL 53B - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.

NESL 53B/ESL 53B - Avoid major grammatical errors in writing.

NESL 53B/ESL 53B - Demonstrate adequate control of sentence boundaries, spelling, and mechanics in writing.

NESL 53B/ESL 53B - Plan, write, and revise comprehensible text-related, multi-paragraph expository essays that include a clear thesis, introduction, body, and conclusion, and generally exhibit coherence and unity.

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite Skill: qualification by assessment

Requisite Skill and Matching Skill(s): **Bold the requisite skill(s). If applicable**

Upon enrollment at ECC, ESL students are required to take the norm-referenced Accuplacer assessment test, and to 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, or to refer students to area adult schools for beginning language instruction. Students who qualify for this course through assessment have a greatly enhanced chance of success in the course.

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course: English as a Second Language 52B-NESL or English as a Second Language 52B

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

Apply basic reading skills, locate main ideas, and demonstrate intermediate-level reading comprehension

NESL 52B/ESL 52B - Apply basic reading skills such as skimming, scanning, reading for comprehension, and critical reading in academic, personal, and professional situations.

NESL 52B/ESL 52B - Distinguish between main ideas and supporting details of reading passages by identifying and understanding transition/signal words and organizational patterns.

NESL 52B/ESL 52B - Demonstrate intermediate-level reading comprehension within a variety of time limitations..

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite Skill:

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

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Matthew Kline

Date: 09/04/2017

Original Board Approval Date: 03/26/2018

Last Reviewed and/or Revised by: Matthew Kline

Date: 10/04/2021

Last Board Approval Date: 11/15/2021