

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Course Acronym:	NESL
Course Number:	03A
Descriptive Title:	Reading and Writing Level I
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
Catalog Description:	This beginning Level I reading and writing course is designed to develop basic reading skills, expand vocabulary, and develop basic writing skills. Students will move from sentence-level writing to short descriptive and chronologically-ordered paragraphs.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Course Length:	Full Term
Hours Lecture (per week):	5
Hours Laboratory (per week):	0
Outside Study Hours:	10
Total Hours:	90
Course Units:	0
Grading Method:	Pass/No Pass, Satisfactory Progress
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:	

<p>Student Learning Outcomes:</p>	<p>SLO #1 Reading: Students will identify the topic, the main idea, and the details that support the main idea and the time sequence to interpret simplified short narrative or descriptive passages containing words and phrases on familiar learned topics provided with visual aids.</p> <p>SLO #2 Writing: Students will write a short narrative paragraph such as a short e-mail, thank you note, or personal experience which demonstrates competence in basic structure of simple sentences and in using signal words to indicate chronological order.</p>
<p>Course Objectives:</p>	<ol style="list-style-type: none"> 1. Analyze a reading selection to locate the topic, main idea, and supporting details. 2. Preview a reading selection to make predictions by reviewing the title, subtitles, and text. 3. Identify both the components of a sentence and transition signal words within a paragraph. 4. Apply dictionary skills to expand vocabulary and use the appropriate parts of speech in a given reading selection. 5. Analyze a reading selection to distinguish the chronological order of events described. 6. Utilize appropriate pronoun references for subjects, objects, and possessive adjectives to create coherence in a paragraph. 7. Use the coordinating conjunctions, such as <i>and</i>, <i>but</i>, and <i>so</i>, to logically connect ideas in constructing a paragraph. 8. Compose chronologically-ordered paragraphs utilizing prepositions of time and time signal words. 9. Compose descriptive paragraphs using simple present tense, count/non-count nouns, and appropriate adjectives.
<p>Major Topics</p>	<p>I. Reading Strategies (25 hours, lecture)</p> <ol style="list-style-type: none"> A. Previewing, predicting, and making connections B. Finding a topic and its supporting details C. Using a dictionary to identify the meaning of the unfamiliar vocabulary D. Using a dictionary to identify parts of speech <p>II. Parts of Speech (20 hours, lecture)</p> <ol style="list-style-type: none"> A. Pronoun references <ol style="list-style-type: none"> 1. Subject 2. Object 3. Possessive adjective B. Prepositions of place/time C. Count/Non-count nouns and adjectives <p>III. Tenses (6 hours, lecture)</p> <ol style="list-style-type: none"> A. Simple present tense - affirmative B. Simple present tense - negative <p>IV. Coordinating Conjunctions in Sentences and Paragraphs (6 hours, lecture)</p> <ol style="list-style-type: none"> A. And B. But C. So

	<p>V. Steps in Paragraph Writing (26 hours, lecture)</p> <ul style="list-style-type: none"> A. Sentence components <ul style="list-style-type: none"> 1. Subject 2. Verb 3. Complement B. Developing parts of a paragraph <ul style="list-style-type: none"> 1. Main idea 2. Supporting details C. Concluding sentence <p>VI. Writing Paragraphs (7 hours, lecture)</p> <ul style="list-style-type: none"> A. Chronological order B. Descriptive
Total Lecture Hours:	90
Total Laboratory Hours:	0
Total Hours:	90
Primary Method of Evaluation	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	<p>Write on the sheet provided your answers to the following questions in complete sentences. You will have 10 minutes to complete this assignment.</p> <ul style="list-style-type: none"> 1. What are your hobbies? 2. Where do you usually go on weekends? 3. Who do you like to spend time with? 4. What places in California do you want to visit?
Critical Thinking Assignment 1:	<p>You will have 20 minutes to read the paragraph "Cindy's Job" and answer the questions. Write your answers on the sheet provided.</p> <p>Cindy is a bus driver for the Los Angeles. She works five days a week from 4:30 am to 12:30 pm. She likes getting to meet lots of interesting people on her bus, but she doesn't like her job anymore. She lives in Riverside, which is far away from Los Angeles, so she has drive over an hour just to get to work. Then, after work, she has to drive at least another hour to get home. Therefore, she is really tired of driving so much, and she wants to find another job.</p> <ul style="list-style-type: none"> 1. What is Cindy's job? 2. How many hours each day does she work? 3. How long does it take Cindy to get to work each morning? 4. Does Cindy like her job a lot?
Critical Thinking Assignment 2:	In a paragraph of a minimum of 100 words, write about an activity you enjoy doing with a friend. Include both affirmative and negative simple present tense.
Other Evaluation Methods:	Class Performance, Homework Problems, Matching Items, Multiple Choice, Performance Exams, Quizzes, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Lecture
If other:	
Work Outside of Class:	Required reading, Skill practice, Study

If Other:	
Up-To-Date Representative Textbooks:	Blass, Laurie, and Mari Vargo. <i>Pathways: Reading, Writing, and Critical Thinking Foundations</i> . National Geographic, 2018.
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
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).	
Requisite:	
Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Rebecca Loya
Date:	09/10/2006

Original Board Approval Date:	11/20/2006
Last Reviewed and/or Revised by:	Matt Kline
Date:	05/06/2021
Last Board Approval Date:	06/21/2021