

**EL CAMINO COLLEGE**  
**COURSE OUTLINE OF RECORD – Approved**

<b>Course Acronym:</b>	NESL
<b>Course Number:</b>	03B
<b>Descriptive Title:</b>	Reading and Writing Level II
<b>Division:</b>	Humanities
<b>Department:</b>	English as a Second Language
<b>Course Disciplines:</b>	English as a Second Language
<b>Catalog Description:</b>	This Level II reading and writing course is designed to improve reading comprehension, increase vocabulary, and improve critical thinking and writing skills. Students will write descriptive, biographical, narrative, and subjective paragraphs.
<b>Prerequisite:</b>	NESL 03A with a Pass or qualification by assessment
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	NESL 02A
<b>Course Length:</b>	Full Term
<b>Hours Lecture (per week):</b>	5
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	10
<b>Total Hours:</b>	90
<b>Course Units:</b>	0
<b>Grading Method:</b>	Pass/No Pass, Satisfactory Progress
<b>Credit Status:</b>	Non Credit
<b>Transfer CSU:</b>	No
<b>Effective Date:</b>	
<b>Transfer UC:</b>	No
<b>Effective Date:</b>	
<b>General Education:</b> ECC	
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	
<b>Term:</b>	
<b>Other:</b>	

<p><b>Student Learning Outcomes:</b></p>	<p><b>SLO #1</b> Reading: In short reading selections related to simple life skills, students will scan for specific information, draw meaning of unfamiliar vocabulary by analyzing affixes and other context clues, and distinguish facts from opinions in simple familiar narrative or descriptive passages.</p> <p><b>SLO #2</b> Writing: Students will write well-structured paragraphs to describe a person, thing, or place, generate a short narrative of daily activities or past events, or give instructions by organizing steps in a process. Students will demonstrate competence, to a limited degree, in applying the mechanics of writing and the use of adjectives for description, time-order signal words to establish chronological order, and imperatives to give instructions.</p>
<p><b>Course Objectives:</b></p>	<ol style="list-style-type: none"> <li>1. Scan a reading selection for specific information.</li> <li>2. Analyze a reading selection and distinguish fact from opinion.</li> <li>3. Make inferences from a reading selection.</li> <li>4. Use content clues to improve comprehension.</li> <li>5. Construct paragraphs about places using "there is/there are," prepositions of place, and adjectives.</li> <li>6. Generate logically developed paragraphs about narratives, using appropriate time signals.</li> <li>7. Compose narrative biographical/autobiographical paragraphs utilizing the simple present and past tenses, emphasizing past tense.</li> <li>8. Compose subjective paragraphs using signal words</li> </ol>
<p><b>Major Topics</b></p>	<p><b>I. Reading strategies (27 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>1. Scanning and summarizing a reading selection for specific information</li> <li>2. Using word maps</li> <li>3. Context clues</li> <li>4. Distinguishing fact from opinion</li> <li>5. Making inferences</li> </ol> <p><b>II. Tenses (33 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>1. Simple present tense</li> <li>2. There is/there are</li> <li>3. Past tense verbs</li> </ol> <p><b>III. Parts of speech (15 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>1. Prepositions of place</li> <li>2. Plural nouns</li> <li>3. Descriptive adjectives</li> </ol> <p><b>IV. Word parts (10 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>1. Prefixes</li> <li>2. Suffixes</li> </ol> <p><b>V. Writing paragraphs (7 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>1. Narration</li> <li>2. Biography</li> </ol> <p><b>VI. Steps in the paragraph writing process (10 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>1. Topic sentence</li> <li>2. Supporting sentences</li> <li>3. Concluding sentence</li> <li>4. First draft</li> <li>5. Revision</li> </ol>

	6. Editing 7. Final draft <b>VII. Using signal words (8 hours, lecture)</b> 1. Emphatic order 2. Time order
<b>Total Lecture Hours:</b>	90
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	90
<b>Primary Method of Evaluation</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	What did you do last weekend? Where did you go? Who did you see? Was it a fun weekend? Why or why not? Write a paragraph answering these questions. Your paragraph should have at least six sentences. You will have 20 minutes to write your paragraph.
<b>Critical Thinking Assignment 1:</b>	<p>You will have 15 minutes to read the paragraph "Last Weekend" and write the answers to the following questions.</p> <p>Josh had a great time last weekend. He went to visit his sister in Virginia. He had to fly on an airplane for six hours, and then after that, he had to drive another two hours to get to her house. Although the trip was exhausting, it did not ruin his weekend. He went fishing Saturday with his sister and her family. They caught quite a few fish and enjoyed relaxing next to the gentle river. That night, he played board games with his sister and her children. Afterwards, they watched a good movie. The next day they played a long softball game and just relaxed. Josh was sad he had to leave Sunday night, but he was glad that he got to spend quality time with his sister's family.</p> <ol style="list-style-type: none"> <li>1. Where did Josh go?</li> <li>2. Who did he visit?</li> <li>3. What did he do?</li> <li>4. How did Josh feel about his weekend?</li> </ol>
<b>Critical Thinking Assignment 2:</b>	Write a biographical paragraph of at least 250 words about an important person. Use time signal words where appropriate.
<b>Other Evaluation Methods:</b>	Class Performance, Homework Problems, Matching Items, Multiple Choice, Performance Exams, Quizzes, Written Homework
<b>Instructional Methods:</b>	Discussion, Lecture
<b>If other:</b>	
<b>Work Outside of Class:</b>	Required reading, Skill practice, Study
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	Blass, Laurie, and Mari Vargo. <i>Pathways: Reading, Writing, and Critical Thinking 1</i> . National Geographic, 2018.
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	

<b>Other Required Materials:</b>	
<b>Requisite:</b>	Prerequisite
<b>Category:</b>	Sequential
<b>Requisite course(s):</b> <b>List both prerequisites and corequisites in this box.</b>	NESL 03A
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<p><b>Analyze a reading selection and locate the topic, main idea, and supporting details.</b> NESL 03A - Analyze a reading selection to locate the topic, main idea, and supporting details.</p> <p><b>List the components of a sentence and a paragraph.</b> NESL 03A - Identify both the components of a sentence and transition signal words within a paragraph.</p> <p><b>Construct paragraphs utilizing appropriate subject and object pronouns.</b> NESL 03A - Utilize appropriate pronoun references for subjects, objects, and possessive adjectives to create coherence in a paragraph.</p>
<b>Requisite:</b>	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. Assessment using multiple measures is the most accurate way to determine a student's zone of proximal development.
<b>Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	NESL-02A
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<p><b>Select and use the appropriate form of "to be" in the present tense to express an affirmative statement, a negative statement, or to ask and respond to a simple Yes/No or Wh- question, as called for in the context of a given situation.</b> NESL 02A: Select and use the appropriate form of "to be" in the present tense to express an affirmative statement, a negative statement, or to ask and respond to a simple Yes/No or Wh- question, as called for in the context of a given situation.</p> <p><b>Analyze a simple sentence for time markers and appropriately apply the correct form of the verb "to be" in the present or past tense.</b> NESL 02A: Analyze a simple sentence for time markers and appropriately apply the correct form of the verb "to be" in the present or past tense.</p> <p><b>Select and use the appropriate form of the simple present tense to express an affirmative statement/negative statement, or to ask and respond to a</b></p>

	<p><b>simple Yes/No or Wh- question, as called for in the context of a given situation.</b></p> <p>NESL 02A: Select and use the appropriate form of the simple present tense to express an affirmative statement/negative statement, or to ask and respond to a simple Yes/No or Wh- question, as called for in the context of a given situation.</p>
<b>Requisite:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</b>	
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Rebecca Loya
<b>Date:</b>	09/10/2006
<b>Original Board Approval Date:</b>	11/20/2006
<b>Last Reviewed and/or Revised by:</b>	Matt Kline
<b>Date:</b>	05/06/2021
<b>Last Board Approval Date:</b>	06/21/2021