

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Course Acronym:	NESL
Course Number:	03C
Descriptive Title:	Reading and Writing Level III
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
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.
Prerequisite:	NESL 03B with a Pass or qualification by assessment
Co-requisite:	
Recommended Preparation:	NESL 02B
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 Students will use previously learned strategies of skimming, scanning, previewing, and prediction to discover the general idea, main idea, and supporting details.</p> <p>SLO #2 Students will draw meaning from familiar texts by using previously learned vocabulary skills of words' prefixes/suffixes and synonyms/antonyms.</p> <p>SLO #3 Students will write related sentences to form paragraphs, and proofread and edit their writing.</p>
<p>Course Objectives:</p>	<ol style="list-style-type: none"> 1. Scan a reading selection and preview, predict, and confirm information in the text. 2. Analyze a reading selection and locate synonyms and antonyms in text. 3. Analyze a reading selection and locate patterns of organization such as chronological and spatial relationships as well as cause/effect and compare/contrast. 4. Evaluate a reading selection for facts, opinions, and inferences. 5. Identify and define compound words in a reading selection. 6. Constructing topic and supporting sentences. 7. Compose paragraphs of time utilizing chronological order, time signal words, and prepositions of time. 8. Compose emphatic order paragraphs, including equal importance, most to least, and least to most. 9. Compose paragraphs of spatial order. 10. Compose and revise paragraphs on selected topics.
<p>Major Topics</p>	<p>I. Topics and main ideas (6 hours, lecture)</p> <ol style="list-style-type: none"> A. Identifying in readings B. Articulating in writing <p>II. Dictionary (5 hours, lecture)</p> <ol style="list-style-type: none"> A. Basic usage B. Multiple meanings of words <p>III. Details (5 hours, lecture)</p> <ol style="list-style-type: none"> A. Identifying in readings B. Incorporating into writing <p>IV. Prewriting and structure (2 hours, lecture)</p> <ol style="list-style-type: none"> A. Organizing B. Grouping <p>V. Evaluating information relevancy (4 hours, lecture)</p> <ol style="list-style-type: none"> A. Assessing in readings B. Avoiding irrelevant information in writing <p>VI. Types of sentences (10 hours, lecture)</p> <ol style="list-style-type: none"> A. Topic sentences B. Supporting sentences <p>VII. Types of words (5 hours, lecture)</p> <ol style="list-style-type: none"> A. Synonyms B. Antonyms <p>VIII. Reading strategies (7 hours, lecture)</p>

	<p>A. Context clues</p> <p>B. Predicting</p> <p>IX. Prefixes and suffixes (5 hours, lecture)</p> <p>A. Latin</p> <p>B. Greek</p> <p>X. Analyzing in reading and writing</p> <p>A. Facts</p> <p>B. Opinions</p> <p>C. Inferences</p> <p>XI. Organizing information chronologically (6 hours, lecture)</p> <p>A. First, second, third</p> <p>B. First, then, last</p> <p>XII. Organizing information emphatically (5 hours, lecture)</p> <p>A. Weakest to strongest</p> <p>B. Strongest to weakest</p> <p>XIII. Organizing information spatially (8 hours, lecture)</p> <p>A. Top to bottom</p> <p>B. Left to right</p> <p>XIV. Prepositions (3 hours, lecture)</p> <p>XV. Prewriting for context (7 hours, lecture)</p> <p>A. Brainstorming</p> <p>B. Clustering</p> <p>XVI. Revision of writing (5 hours, lecture)</p> <p>A. Large-scale revision</p> <p>B. Small-scale revision</p> <p>C. Proofreading</p>
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>Students will be evaluated based on daily homework assignments, performance in class discussions and exercises, writing assignments, and on quizzes and exams.</p> <p>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.</p>
Critical Thinking Assignment 1:	<p>Reading</p> <p>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.</p> <p>Read the statements carefully, and fill in the blanks with the correct word or phrase from the box.</p> <p><i>Burp, examine, humorous, chuckle, expert, insult, comedies, forbidden, keep a straight face, crack up, frowned upon, out-of-control, embarrassed</i></p> <p>I love to laugh. My favorite movies are all_____.</p>

	<p>If you _____ these books, you will see they are all very serious.</p> <p>I was very _____ when I forgot my teacher's name.</p> <p>My father likes to tell _____ stories about his boss.</p> <p>You shouldn't _____ your parents. It's impolite.</p> <p>We can't smoke in this room. It's _____.</p> <p>In the United States it is rude to _____ at the dinner table.</p> <p>In my family, to make a sound was _____.</p> <p>The kids on the playground are fighting and screaming. The situation is getting _____.</p> <p>I always _____ when I watch I Love Lucy. I think it's the funniest show on TV.</p> <p>It's impossible for me to _____ when my little sister puts on makeup and tries to act grown-up.</p> <p>Our history professor is an _____ on ancient Rome.</p> <p>My grandfather smiled a little when I told him my favorite joke, but my brother _____.</p>
Critical Thinking Assignment 2:	<p>Writing</p> <p>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.</p> <p>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. <i>What was your best vacation and why?</i></p>
Other Evaluation Methods:	<p>Completion, Homework Problems, Matching Items, Multiple Choice</p>
Instructional Methods:	<p>Discussion, Group Activities, Lecture</p>
If other:	
Work Outside of Class:	<p>Required reading, Skill practice, Study</p>
If Other:	
Up-To-Date Representative Textbooks:	<p>Blass, Laurie, and Mari Vargo. <i>Pathways: Reading, Writing, and Critical Thinking 2</i>. National Geographic, 2018.</p>
Alternative Textbooks:	
Required Supplementary Readings:	

Other Required Materials:	
Requisite:	Prerequisite
Category:	Sequential
Requisite course(s): List both prerequisites and corequisites in this box.	NESL 03B
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Students must be able to scan, summarize, and analyze reading selections. NESL 03B - Scan a reading selection and summarize the selection orally or in writing. ESL 03B - Analyze a reading selection and distinguish fact from fiction.</p> <p>NESL 03B - Analyze a reading selection and distinguish statements of facts from inferences.</p> <p>Students must be able to define words in readings based on common prefixes and suffixes. NESL 03B - Define words in a reading selection based on comprehension of common prefixes and suffixes.</p> <p>Students must be able to construct paragraphs about places and include correct prepositions. NESL 03B - Construct paragraphs about places using "there is/there are" and prepositions of place.</p> <p>Students must be able to construct paragraphs giving orders and instructions, and include correct imperative verb forms. NESL 03B - Using the imperative verb form, compose paragraphs giving orders and instructions.</p> <p>Students must be able to construct personal narrative paragraphs and utilize the simple past tense. NESL 03B - Compose narrative biographical/autobiographical paragraphs utilizing the simple past tense.</p> <p>Students must be able to construct subjective paragraphs and use time signal words to indicate emphatic order. NESL 03B - Compose subjective paragraphs using time signal words to indicate emphatic order.</p>
Requisite:	Qualification by assessment
Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable	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.
Requisite course:	NESL 02B

<p>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</p>	<p>Select and use the appropriate verb form in the present progressive or simple past tense to express an affirmative/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 or exercise. NESL 02B: Select and use the appropriate verb form in the present progressive or simple past tense to express an affirmative/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 or exercise.</p> <p>Analyze an aural question and appropriately apply the correct form of "one" or "it" as a complement to a singular countable noun or in place of a noun, a noun phrase, or a possessive pronoun. NESL 02B: Analyze an aural question and appropriately apply the correct form of "one" or "it" as a complement to a singular countable noun or in place of a noun, a noun phrase, or a possessive pronoun.</p> <p>Select the appropriate helping verb to express ability or suggestion in the present or past, as called for in response to an oral question or a written exercise. NESL 02B: Select the appropriate helping verb to express ability or suggestion in the present or past, as called for in response to an oral question or a written exercise.</p>
<p>Requisite:</p>	
<p>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</p>	
<p>Enrollment Limitations and Category:</p>	
<p>Enrollment Limitations Impact:</p>	
<p>Course Created by:</p>	<p>Rebecca Loya</p>
<p>Date:</p>	<p>09/10/2006</p>
<p>Original Board Approval Date:</p>	<p>11/20/2006</p>
<p>Last Reviewed and/or Revised by:</p>	<p>Matt Kline</p>
<p>Date:</p>	<p>05/06/2021</p>
<p>Last Board Approval Date:</p>	<p>06/21/2021</p>