EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Subject:	NESL
Course Number:	03D
Descriptive Title:	Reading and Writing Level IV
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
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.
Prerequisite:	NESL 03C with a Pass or qualification by assessment
Co-requisite:	
Recommended Preparation:	NESL 02C
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:	
Student Learning Outcomes:	**SLO #1** In reading material that may involve familiar or somewhat unfamiliar fields of knowledge, 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. They will demonstrate competence in using grammar and other context clues to interpret unfamiliar words and complex sentences. **SLO #2** Students will generate short summaries of reading passages on familiar topics, write informal letters, and develop short comparison/contrast or cause/effect paragraphs, using relevant signal words and punctuation, but not without errors. They will apply, with limited success, the writing process that involves the four steps of brainstorming, outlining, writing, and revising to develop paragraphs of the different types of organization.

Course Objectives:	1. Predict content of a reading selection and scan the text to confirm specific information.
	2. Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details.
	3. Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts.
	4. Use graphic organizers, charts, diagrams, pictures, and context clues to make inferences about texts.
	   a. write simple expository paragraphs.
	   b. comparing and contrasting
	   c. cause and effect
	   d. informal letters
	   e. short summaries

Major Topics	**I. Identifying/developing topics and main ideas in reading selections (4 hours, lecture)**
	   A. Explicitly stated main ideas
	   B. Implicit main ideas
	II. Developing topics and main ideas in writing (8 hours, lecture)
	   A. Freewriting
	   B. Prewriting
	III. Identifying details in reading selections (5 hours, lecture)
	   A. Highlighting and annotating
	   B. Skimming
	   C. Scanning
	   D. Summarizing
	IV. Using context clues in reading to determine meaning (6 hours, lecture)
	   A. Charts
	   B. Diagrams
	   C. Pictures
	V. Evaluating reading selections (7 hours, lecture)
	   A. Identifying facts
	   B. Identifying points of view
	   C. Recognizing inferences

	VI. Making predictions and scanning for specific information in reading selections (5 hours, lecture)
	    A. Context clues
	    B. Keywords and significant phrases
	    C. Pictures and captions
	VII. Using the dictionary to understand new words and words with multiple meanings (4 hours, lecture)
	VIII. Pre-writing process (8 hours, lecture)
	    A. Brainstorming
	    B. Clustering and mapping
	    C. Gathering information
	    D. Outlining
	IX. Writing topic sentences and generating supporting details (9 hours, lecture)
	    A. Clearly stating a main point
	    B. Identifying relevant details
	Providing adequate explanation
	X. Writing simple expository paragraphs (18 hours, lecture)
	    A. Summary
	    B. Paragraphs for informal letters
	    C. Compare and contrast
	    D. Cause and effect
	XI. Applying appropriate rules of grammar in writing sentences (10 hours, lecture)
	    A. Subject-verb agreement
	    B. Avoiding sentence fragments
	    C. Verb tenses
	    D. Modals
	    E. Simple and compound sentences
	XII. The writing process (6 hours, lecture)
	    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
Primary Method of Evaluation	1) Substantial writing assignments

Typical Assignment Using Primary Method of Evaluation:	Students will be evaluated based on daily homework assignments, participation, performance in class discussions and exercises, writing assignments, and quizzes and exams.
	
	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:

NESL-03D_SPRING 2021	A topic sentence and a concluding sentence Logical organization for your supporting details

Critical Thinking Assignment 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 in1901.
	       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

Critical Thinking Assignment 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*?
Other Evaluation Methods:	Class Performance, Essay Exams, Performance Exams, Quizzes, Written Homework
Instructional Methods:	Discussion, Group Activities, Lecture
If other:	
Work Outside of Class:	Answer questions, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	Blass, Laurie, and Mari Vargo. *Pathways: Reading, Writing, and Critical Thinking 3*. National Geographic, 2018.
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	Sequential
Requisite course(s): List both prerequisites and corequisites in this box.	NESL 03C
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	**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).** NESL 03C -Scan a reading selection and preview, predict, and confirm information in the text. NESL 03C -Analyze a reading selection and locate synonyms and antonyms in text.
	NESL 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. NESL 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. NESL 03C - Compose paragraphs of time utilizing chronological order, time signal words, and prepositions of time.
	NESL 03C -Compose emphatic order paragraphs, including equal importance,

	most to least, and least to most. NESL 03C - Compose paragraphs of spatial order. **Students must be able to write topic sentences and supporting sentences.** NESL 03C -Construct topic and supporting sentences. **Students must be able to compose and revise paragraphs.** NESL 03C - Compose and revise paragraphs on selected topics. **Students must have knowledge of the prewriting process, including documenting, brainstorming, and clustering.** NESL 03C - Demonstrate knowledge of the prewriting process by documenting, brainstorming, and clustering.
Requisite:	
Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	NESL 02C
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	**Demonstrate the ability to apply the word orders appropriate for statements and for questions when using the present, past, and future verb tenses.** NESL 02C: Demonstrate the ability to apply the word orders appropriate for statements and for questions when using the present, past, and future verb tenses. **Identify the contexts where the use of simple present tense is required to express facts, habitual (repeated) actions, and non-action (non-progressive) verbs.** NESL 02C: Identify the contexts where the use of simple present tense is required to express facts, habitual (repeated) actions, and non-action (non-progressive) verbs. **Utilize the context to determine whether the simple present tense or present progressive tense is required.** NESL 02C: Utilize the context to determine whether the simple present tense or present progressive tense is required.
Requisite:	Qualification by assessment
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each 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.
Enrollment Limitations and Category:	

Enrollment Limitations Impact:	
Course Created by:	Rebecca Loya and Shemiran I. Lazar
Date:	10/01/2006
Original Board Approval Date:	11/22/2007
Last Reviewed and/or Revised by:	Matt Kline
Date:	05/06/2021
Last Board Approval Date:	06/21/2021