

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Course Acronym:	NESL
Course Number:	52A
Descriptive Title:	Introduction to Reading and Vocabulary Building
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
Catalog Description:	This is an introductory course designed to transfer literacy in the first language to English by building basic reading skills and expanding vocabulary. Through the use of reading texts, reading kits, main idea exercises, and skimming and scanning activities, the foundation skills are developed through regular application. The aim of the course is to identify and reinforce good reading habits and to free students from over-dependence on dictionaries with a focus on context as key to meaning. The content of NESL 52A, a noncredit course, is identical to the content of ESL 52A, a credit course. NESL 52A shall be offered with ESL 52A as a dual-roster course.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Qualification by assessment
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:	
Effective Date:	
Transfer UC:	
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	

Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<ol style="list-style-type: none"> 1. Given a low intermediate text, students will identify main ideas and specific details. 2. Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context. 3. Given a low intermediate text, students will choose the correct word form to complete a sentence. 4. Given a low intermediate text, students will explain plots, describe settings and characters.
Course Objectives:	<ol style="list-style-type: none"> 1. Identify and explain main ideas through skimming, as well as distinguish main ideas from supporting details in simple prose passages. 2. Identify specific details in a reading through scanning. 3. Distinguish how specific sentence skills, for example, word order patterns, assist in clarifying meaning within a simple prose passage. 4. Define the general meaning of new vocabulary words in context, without the use of a dictionary. 5. Demonstrate reading comprehension within a variety of time limitations. 6. Compose paraphrases and summaries of introductory-level reading selections, with the inclusion of a response that endorses or challenges the writer's opinion. 7. Recognize prefixes and suffixes, and demonstrate the application of this information in comprehending new vocabulary words; recognize synonyms and antonyms. 8. Analyze themes, explain plots, and examine characters in short stories and poems of introductory-level difficulty. 9. Increase academic vocabulary through vocabulary building activities.
Major Topics:	<p>I. Skimming for main ideas (5 hours, lecture) A. Introduction B. Practice</p> <p>II. Scanning for specific information (7 hours, lecture) A. Introduction B. Practice</p> <p>III. Examining sentence patterns to extract meaning (10 hours, lecture)</p> <p>IV. Analyzing vocabulary in context to understand general meaning (13 hours, lecture)</p> <p>V. Practicing to increase reading speed (10 hours, lecture)</p> <p>VI. Assessing comprehension of selected readings (20 hours, lecture) A. Summarizing B. Paraphrasing</p>

	<p>VII. Reviewing parts of speech and introducing word families to develop vocabulary (10 hours, lecture)</p> <p>A. Prefixes B. Suffixes C. Synonyms D. Antonyms E. Applying parts of speech to develop vocabulary</p> <p>VIII. Recognizing and analyzing literary elements in short stories and poetry (15 hours, lecture)</p> <p>A. Characterization B. Figures of speech such as similes, metaphors, and onomatopoeia C. Plot D. Point of view E. Irony F. Theme</p>
Total Lecture Hours:	90
Total Laboratory Hours:	0
Total Hours:	90
Primary Method of Evaluation:	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	Write a summary of "The Inventor of the Telephone." Use no more than ten sentences. Use your own words. That is, do not copy sentences from the reading. Include the inventor's name, why he is famous, when and where he was born, where he spent his life, his main goal as an inventor, and the date of the first phone call.
Critical Thinking Assignment 1:	In ten sentences or fewer, summarize the plot of "The Story of An Hour," highlighting the story's exposition, rising action, climax, falling action, and denouement.
Critical Thinking Assignment 2:	Create a two-columned chart that contrasts the characters Sylvia and The Hunter in "The White Heron." In the chart, compare and contrast these five elements in the story: age, appearance, style, character development, and motivation.
Other Evaluation Methods:	Class Performance, Completion, Essay Exams, Journal kept throughout course, Multiple Choice, Other (specify), Other Exams, Performance Exams, Presentation, Quizzes, Reading Reports, True/False, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Lecture, Other (specify), Role play/simulation
If other:	Timed reading
Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	Burgmeier, Arline, Inside Reading 1, 2nd Edition ed., Oxford University Press, 2012. Discipline Standard.

Alternative Textbooks:	
Required Supplementary Readings:	Wilder, Laura and Garth Williams, "Little House on the Prairie," Harper Collins, 2008.
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 Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Qualification by assessment
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	While this is the first level of the ECC ESL program, this is not, in fact, a beginning-level course. If the student's score is below the cut score on the placement test, he / she needs to be advised to enroll in an adult school or private English program for further preparation.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	
Date:	09/04/2017
Original Board Approval Date:	11/20/2017

Last Reviewed and/or Revised by:	Matthew Kline
Date:	10/04/2021
Last Board Approval Date:	11/15/2021