

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Course Acronym:	NESL
Course Number:	52B
Descriptive Title:	Intermediate Reading and Vocabulary Building
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
Catalog Description:	<p>This is an intermediate level course designed to teach appropriate reading skills, such as the ability to make inferences, draw conclusions, understand the meaning of vocabulary words in context through word analysis and contextual clues, and determine the main idea from a passage. Students read from a variety of sources, including newspapers, essays, short stories, and novels. Students also increase their academic vocabulary through vocabulary building activities. The content of NESL 52B, a noncredit course, is identical to the content of ESL 52B, a credit course.</p> <p>NESL 52B shall be offered with ESL 52B as a dual-roster course.</p>
Prerequisite:	Non-Credit English as a Second Language 52A with a grade of Pass or English as a Second Language 52A with a minimum grade of C or qualification by assessment
Co-requisite:	
Recommended Preparation:	
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:	No
Effective Date:	
Transfer UC:	No
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 high intermediate text, students will interpret the implied meaning or intent. 2. Given a high intermediate text, students will identify main ideas and specific details. 3. Given a high intermediate text, students will choose the correct definition of unfamiliar words based on the context. 4. Given a high intermediate text, students will choose the correct word form to complete a sentence. 5. Given a high intermediate text, students will analyze themes and plots, describe settings and examine characters.
Course Objectives:	<ol style="list-style-type: none"> 1. Apply basic reading skills such as skimming, scanning, reading for comprehension, and critical reading in academic, personal, and professional situations. 2. Define the meaning of unfamiliar words from the context of an intermediate-level reading. 3. Employ word analysis skills such as recognizing prefixes, suffixes, synonyms and antonyms without the use of a dictionary. 4. Distinguish between main ideas and supporting details of reading passages by identifying and understanding transition/signal words and organizational patterns. 5. Select appropriate definitions of academic vocabulary. 6. Compose sentences utilizing academic vocabulary. 7. Demonstrate intermediate-level reading comprehension within a variety of time limitations. 8. Analyze plots, explore themes, describe settings, and examine characters within the context of fables, poems, short stories, essays, and novels of intermediate level difficulty. 9. Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty. 10. Evaluate a novel in terms of its literary and cultural values.
Major Topics:	<p>I. Timed reading (5 hours, lecture)</p> <p>II. Basic reading skills (10 hours, lecture)</p> <p>A. Skimming</p> <p>B. Scanning</p> <p>C. Pre-reading activities</p> <p>III. Use of context clues for extrapolating meaning (10 hours, lecture)</p> <p>IV. Word analysis skills to determine meaning and to reduce reliance on dictionary use (10 hours, lecture)</p> <p>A. Recognizing and utilizing prefixes</p> <p>B. Recognizing and utilizing roots/stems</p>

	<p>C. Recognizing and utilizing suffixes D. Recognizing and utilizing synonyms E. Recognizing and utilizing antonyms</p> <p>V. Identifying and distinguishing between main ideas, secondary ideas, and supporting details to determine meaning in a reading passage (10 hours, lecture) A. Identifying and utilizing coherence devices B. Organizational patterns C. Transitions/signal words</p> <p>VI. Development of vocabulary (10 hours, lecture) A. Vocabulary lists B. Activities demonstrating knowledge of new words' meanings and correct utilization of new words C. Review of parts of speech</p> <p>VII. Exploration and analysis of literary themes, plots, settings, and characters (10 hours, lecture) A. Identifying literary devices such as irony, symbolism, and Foreshadowing B. Understanding how literary devices contribute to meaning within the contexts of intermediate-level readings of various genres</p> <p>VIII. Development of critical thinking skills (10 hours, lecture) A. Predicting outcomes B. Interpreting events C. Drawing inferences D. Restating and analyzing main ideas and key points</p> <p>IX. Analysis and discussion of literary and cultural values (15 hours, lecture) A. Novels B. Short stories</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:	Create a one- to two-paragraph story using the following vocabulary words: tangible, subtle, eliminate, condone, denounce, excess, and resistance. You may use any form (for example, verb, noun, or adverb) of the vocabulary words in your story, and your story may be about any topic.
Critical Thinking Assignment 1:	O. Henry and Shirley Jackson use a literary device called the "unexpected twist" or the "surprise ending" in their short stories "The Last Leaf" and "The Lottery." In a one- to two-page essay, analyze both stories to identify examples of foreshadowing that the authors give to indicate that a surprise is coming.
Critical Thinking Assignment 2:	One of the themes of the book Animal Farm deals with the ironies of life. Analyze the book to identify the major examples of irony as they are

	presented. Then write a one- to two-page essay in which you summarize the examples and discuss what you learned from this book that you can apply to your own life.
Other Evaluation Methods:	Class Performance, Completion, Essay Exams, Journal kept throughout course, Matching Items, Multiple Choice, Objective Exam, Performance Exams, Quizzes, Reading Reports, Written Homework
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations, Other (specify), Role play/simulation
If other:	Timed readings
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	<p>Sandra Silberstein et. al., Reader's Choice, 5th ed., University of Michigan Press, 2008.</p> <p>Qualifier Text: Discipline standard</p> <p>Sherrie Nist, Building Vocabulary Skills, Townsend Press, 2009.</p> <p>Qualifier Text: Discipline standard</p>
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	Noncredit English as a Second Language 52A or English as a Second Language 52A
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Identify and explain main ideas through skimming activities, as well as distinguish main ideas from supporting ideas in simple prose passages. NESL 52A/ESL 52A - Identify and explain main ideas through skimming, as well as distinguish main ideas from supporting details in simple prose passages.</p> <p>Identify specific details through scanning. NESL 52A/ESL 52A - Identify specific details in a reading through scanning.</p> <p>Evaluate the general meaning of new vocabulary words in context, without the use of a dictionary. NESL 52A/ESL 52A - Define the general meaning of new vocabulary words in context, without the use of a dictionary.</p>

	<p>Compose paraphrases and summaries of intermediate-level reading selections, with the inclusion of a response that endorses or challenges the writer's opinion. NESL 52A/ESL 52A - Compose paraphrases and summaries of introductory-level reading selections, with the inclusion of a response that endorses or challenges the writer's opinion.</p> <p>Analyze themes, explain plots, and analyze characters in short stories and poems of introductory level difficulty. NESL 52A/ESL 52A -Analyze themes, explain plots, and examine characters in short stories and poems of introductory level difficulty.</p>
Requisite Skill:	This course is the prerequisite for English 1A. The student needs to demonstrate at least intermediate ability in English in order to enter the course and successfully complete the course.
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).	
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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:	Matt Kline
Date:	10/04/2021
Last Board Approval Date:	11/15/2021