Course Outline

COURSE: ESL 532  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE: Spring 2015  CURRICULUM APPROVAL DATE: 10/13/2014

SHORT TITLE: INT ESL READ/VOC I

LONG TITLE: Intermediate ESL Reading/Vocabulary I

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<tr>
<td>3</td>
<td>18</td>
<td>Lecture: 3</td>
<td>54</td>
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<tr>
<td></td>
<td></td>
<td>Lab: 0</td>
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<td>Other: 0</td>
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<td></td>
<td></td>
<td>Total: 3</td>
<td>54</td>
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COURSE DESCRIPTION:

This course continues the development of reading skills and vocabulary through the application of different reading strategies to a variety of selections on topics of interest to academically-bound students.

PREREQUISITE: ESL 522 with a grade of 'C' or better or ESL assessment recommendation. Recommended concurrent enrollment in ESL 531 and 533.

PREREQUISITES:

Completion of ESL 522, as UG, with a grade of C or better.

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion
72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Identify the main idea of a reading.

Measure: Classroom exercises, tests.

PLO:
ILO: 2,1
GE-LO:
Year assessed or anticipated year of assessment: 2015

2. Identify the supporting details of a reading.
Measure: Classroom exercises, tests.
PLO:
ILO: 2,1
GE-LO:
Year assessed or anticipated year of assessment: 2015

3. Skim and scan a reading for specific information.
Measure: Classroom exercises, tests.
PLO:
ILO: 2,1
GE-LO:
Year assessed or anticipated year of assessment: 2015

4. Use knowledge of parts of speech and affixation to understand new vocabulary.
Measure: Classroom exercises, tests.
PLO:
ILO: 2,1
GE-LO:
Year assessed or anticipated year of assessment: 2015

5. Use context clues to understand new vocabulary.
Measure: Classroom exercises, tests.
PLO:
ILO: 2,1
GE-LO:
Year assessed or anticipated year of assessment: 2015

6. Apply reading skills to understand a new reading
Measure: Classroom exercises, tests.
PLO:
ILO: 2,1
GE-LO:
Year assessed or anticipated year of assessment: 2015

7. Use knowledge of basic grammar to understand a new reading.
Measure: Classroom exercises, tests.
PLO:
ILO: 2,1
GE-LO:
Year assessed or anticipated year of assessment: 2015

8. Read short selections of literature for comprehension and
enjoyment.
Measure: Classroom exercises, tests.
PLO:
ILO: 2,1,5,6
GE-LO:
Year assessed or anticipated year of assessment: 2015

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 10/13/2014
13 hours
CONTENT: Participate in an introduction to the course and its requirements. Read two chapters in the textbook and do text work as follows: Preview each reading via its title, visuals, and pre-reading questions. Answer True/False, Multiple Choice, and Short Answer questions. Skim readings for the main idea. Scan readings for specific information. Use context clues to understand new vocabulary. Learn reading-specific parts of speech and affixes. Utilize beginning-level grammar. Read a short literary selection. 
HOMEWORK: Do the assigned textbook readings and exercises. Reread and review regularly. STUDENT PERFORMANCE OBJECTIVES: To demonstrate understanding of the classroom and HOMEWORK assignments and their rationale. To activate any prior knowledge of a subject before reading about it. To demonstrate fuller knowledge of it after reading about it and responding to questions. To distinguish between the main idea and the details of a reading. To expand vocabulary through context clues. To identify and use the different parts of speech. To use word affixes. To strengthen beginning-level grammar. To recognize and discuss the basic meaning of a short piece of literature.

13 hours
CONTENT: Read two chapters in the textbook and do text work as follows: Preview each reading via its title, visuals, and pre-reading questions. Answer True/False, Multiple Choice, and Short Answer questions. Skim readings for the main idea. Scan readings for specific information. Use context clues to understand new vocabulary. Make inferences and draw conclusions. Choose among dictionary definitions. Learn reading-specific parts of speech and affixes. Utilize beginning-level grammar. Read a short literary selection. 
HOMEWORK: Do the assigned textbook readings and exercises. Reread and review regularly. STUDENT PERFORMANCE OBJECTIVES: To activate any prior knowledge of a subject before reading about it. To demonstrate fuller knowledge of it after reading about it and responding to questions. To distinguish between the main idea and the details of a reading. To expand vocabulary through context clues. To infer meaning and draw conclusions. To expand vocabulary through dictionary usage. To identify and use the different parts of speech. To use word affixes. To strengthen beginning-level grammar. To recognize and discuss the basic meaning of a short piece of literature.

13 hours
CONTENT: Read two chapters in the textbook and do text work as follows: Preview each reading via its title, visuals, and pre-reading questions. Answer True/False, Multiple Choice, and Short Answer questions. Skim readings for the main idea. Scan readings for specific information. Use context clues to understand new vocabulary. Make inferences and draw conclusions. Choose among dictionary definitions. Begin to take notes. Learn content area vocabulary. Learn reading-specific parts of speech and affixes. Utilize beginning-level grammar. Read a short literary selection.

HOMEWORK: Do the assigned textbook readings and exercises. Reread and review regularly.

STUDENT PERFORMANCE OBJECTIVES: To activate any prior knowledge of a subject before reading about it. To demonstrate fuller knowledge of it after reading about it and responding to questions. To distinguish between the main idea and the details of a reading. To expand vocabulary through context clues. To infer meaning and draw conclusions. To expand vocabulary through dictionary usage. To develop note-taking skills. To acquire content-area vocabulary. To identify and use the different parts of speech. To use word affixes. To strengthen beginning-level grammar. To recognize and discuss the basic meaning of a short piece of literature.

METHODS OF INSTRUCTION:
Reading, lecture, discussion, pair and small group activities, self-evaluation, test feedback.

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework  

Reading reports  
The problem-solving assignments required:  
None  
The types of skill demonstrations required:  
None  
The types of objective examinations used in the course:  
Multiple choice  
True/false  
Matching items  
Completion  
Other: *See note under category #5  
Other category:  
Comprehension and open-ended questions that must be supported in the reading.  
The basis for assigning students grades in the course:  
Writing assignments: 10% - 20%  
Problem-solving demonstrations: 0% - 0%  
Skill demonstrations: 0% - 0%  
Objective examinations: 80% - 90%  
Other methods of evaluation: 5% - 5%  

REPRESENTATIVE TEXTBOOKS:  
Recommended:  
Zukowski/Faust. Steps to Academica Reading 2, Out of the Ordinary. Heinle and Heinle, 2002 (The content and reading skills taught are still current). Or other appropriate college level text.  
ISBN: 978-0155060333  
Smith/Mare, Reading for Today 2: Insights for Today, Heinle & Heinle, 2010  
Cambridge English Readers - Level 3 (variety of titles)  
Reading level of text, Grade: ESL High-Beginning to Intermediate  
Verified by: Nicole Cisneros  

ARTICULATION and CERTIFICATE INFORMATION  
Associate Degree:  
CSU GE:  
IGETC:  
CSU TRANSFER:  
Not Transferable  
UC TRANSFER:  
Not Transferable  

SUPPLEMENTAL DATA:  
Basic Skills: B  
Classification: B  
Noncredit Category: Y  
Cooperative Education:  
Program Status: 2 Stand-alone  
Special Class Status: N  

10/21/2014  5
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: E
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000328146
Sports/Physical Education Course: N
Taxonomy of Program: 493085