

Course Outline

COURSE: ESL 742 DIVISION: 90 ALSO LISTED AS:

TERM EFFECTIVE: Spring 2017 CURRICULUM APPROVAL DATE: 09/26/2016

SHORT TITLE: NC INT ESL READ/VOC II

LONG TITLE: NC Intermediate ESL Reading/Vocabulary II

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
0	18	Lecture:	3	Lecture:	54
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	3	Total:	54

COURSE DESCRIPTION:

This course begins the expansion of reading skills and vocabulary development through the application of different reading strategies to a variety of selections on topics of interest to academically-bound students including selections from literature. PREREQUISITE: ESL 737 or ESL Assessment Recommendation.

PREREQUISITES:

Completion of ESL 737, as UG, with a grade of C or better.

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. State the main idea(s) and supporting ideas of a reading or of single paragraphs within a reading.
 Measure of assessment: Classroom exercises, quizzes and tests.
 Year assessed, or planned year of assessment: 2018

Semester: Spring

Institution Outcome Map: 1. Communication, 2. Cognition

2. Apply a variety of reading skills to the understanding of a text. 2. Measure of assessment: Tests, classroom exercises.

Year assessed, or planned year of assessment: 2018

Semester: Spring

Institution Outcome Map: 2. Cognition

3. Recall and relate the most important points of a reading to peers.

Measure of assessment: Classroom exercises.

Year assessed, or planned year of assessment: 2018

Semester: Spring

Institution Outcome Map: 1. Communication, 2. Cognition, 6. Personal Development and Responsibility

4. Scan and skim a reading for specific information.

Measure of assessment: Classroom exercises, homework, tests.

Year assessed, or planned year of assessment: 2018

Semester: Spring

Institution Outcome Map: 1. Communication, 2. Cognition

5. Interpret the ideas and concepts in a reading and make inferences about them.

Measure of assessment: Classroom exercises, homework, tests.

Year assessed, or planned year of assessment: 2018

Semester: Spring

Institution Outcome Map: 1. Communication, 2. Cognition

6. Use a variety of context clues to figure out the meaning of unfamiliar words and expressions.

Measure of assessment: Classroom exercises, homework, tests.

Year assessed, or planned year of assessment: 2018

Semester: Spring

Institution Outcome Map: 2. Cognition

7. Analyze and outline the main ideas of a reading selection.

Measure of assessment: Classroom exercises, tests.

Year assessed, or planned year of assessment: 2018

Semester: Spring

Institution Outcome Map: 2. Cognition

8. Evaluate the viewpoint expressed in the reading(s) and compare it to personal experiences and/or native culture parameters.

Measure of assessment: Whole and small-group discussion, written homework, tests.

Year assessed, or planned year of assessment: 2018

Semester: Spring

Institution Outcome Map: 1. Communication, 2. Cognition, 6. Personal Development and Responsibility

9. Read short stories or nonfiction to increase exposure to vocabulary and for reading enjoyment.

Measure of assessment: Written comprehension questions, book report.

Year assessed, or planned year of assessment: 2018

Semester: Spring

Institution Outcome Map: 4. Social Interaction, 5. Aesthetic Responsiveness, 6. Personal Development and Responsibility

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 09/26/2016

3 hours

CONTENT: Students get an overview of the course. They discuss the role of the text and of the reader in the reading process. Students learn the distinction between topic, topic sentence, main idea, and summary. Students review the use

of an English-English dictionary. Students are introduced to the literature piece(s) that they will read, analyze, and discuss in addition to the readings in the main textbook.

HOMEWORK: Students complete a dictionary worksheet and begin work on the textbook.

STUDENT PERFORMANCE OBJECTIVES: To review the components in the textbook(s), to begin to differentiate between topic, topic sentence, main idea, and summary, and to begin work with correct dictionary use.

10 hours

CONTENT: Students read and work through three units or chapters in their textbook using a cycle that consists of the following steps: preview of the reading(s) to activate prior knowledge, enable better comprehension, and stimulate interest; read the selection quickly without a dictionary; read the selection again more slowly to understand main ideas; scan the reading to get specific pieces of information; analyze the reading for context clues to aid in the comprehension of unfamiliar vocabulary; complete reading comprehension exercises; distinguish between main ideas and supporting ideas; organize the information using an outline, if appropriate; identify and compare parts of speech and affixes; and react in writing and orally in class discussion to the viewpoint(s) expressed in the readings.

HOMEWORK: Students read the assigned textbook selections and work through a variety of exercises for reading and vocabulary comprehension. Students begin work on the chosen piece of literature.

STUDENT PERFORMANCE OBJECTIVES: To anticipate information in a reading and activate prior knowledge; to use the context to identify main ideas and details, the connection between ideas in a paragraph, and figure out unfamiliar vocabulary; to organize the information in an outline and use it to formulate a summary; and to identify and compare parts of speech and groups of suffixes.

12 hours

CONTENT: Students read and work through three units or chapters in their textbook using the cycle noted above and add the following elements: choose the correct dictionary definition for a word used in a particular context; recognize and correctly use other prefixes and suffixes; identify adjective and noun phrases (fried potatoes, red potatoes) and compound words (bookstore);

understand idioms (help out, out of this world); and make inferences.

HOMEWORK: Students read the assigned textbook selections and work through a variety of exercises for reading and vocabulary comprehension. Students continue reading the assigned literary piece.

STUDENT PERFORMANCE OBJECTIVES: To anticipate information in a reading prior to reading and activate prior knowledge; to use the context to identify main ideas and details, the connection between ideas in a paragraph, and figure out unfamiliar vocabulary; to show comprehension of main ideas; to make inferences based on the reading to deepen the comprehension of the material; to organize the information in an outline and use it to formulate a summary; to use a dictionary to identify the best match for a word used in a particular context; to identify and compare parts of speech and groups of prefixes and suffixes; and to recognize idioms and the varied ways in which they are used.

12 hours

CONTENT: Students read and work through three units or chapters in their textbook using the cycle noted above and add the following elements: recognize and correctly use other prefixes and suffixes; recognize word roots (psych, dict); distinguish facts from opinions; and continue applying inference.

HOMEWORK: Students read the assigned textbook selections and work through a variety of exercises for reading and vocabulary comprehension. Students continue reading the assigned literary piece. Students have an individual session with the instructor to determine their progress on the literature piece or complete worksheets.

STUDENT PERFORMANCE OBJECTIVES: To anticipate information in a reading prior to activate prior knowledge; to use the context to identify main ideas and details, the connection between ideas in a paragraph, and figure out unfamiliar vocabulary; to show comprehension of main ideas and make inferences to deepen this comprehension; to organize the information in an outline and use it to formulate a summary; to use a dictionary to identify the best match for a word used in a particular context; to identify and compare parts of speech and groups of suffixes, prefixes, and roots; to recognize idioms and the varied ways in which they are used; to distinguish facts from opinions.

12 hours

CONTENT: Students read and work through three units or chapters in their textbook using the cycle noted above and add the following elements: answer essay questions based on the information in the reading(s); take notes and organize the information using an outline to recall and summarize the information; select accurate dictionary definitions; recognize and correctly use other suffixes; correctly use prefixes and understand the meaning of common word roots; and increase reading speed.

HOMEWORK: Students read the assigned textbook selections and work through a variety of exercises for reading and vocabulary comprehension. Students continue work on their assigned literary piece and prepare for a final evaluation of the literary component.

STUDENT PERFORMANCE OBJECTIVES: To anticipate information in a reading prior to reading to activate prior knowledge; to use the context to identify main ideas and details, the connection between ideas in a paragraph, and figure out unfamiliar vocabulary; to show comprehension of main ideas and make inferences to deepen this comprehension; to organize the information in an outline and use it to formulate a summary; to use a dictionary to identify the best match for a word used in a particular context; to identify and compare parts of speech and groups of suffixes, prefixes, and roots; to recognize idioms and the varied ways in which they are used; to distinguish facts from opinions; to increase reading speed through timed readings.

3 hours

CONTENT: Students review the main skills learned throughout the semester paying particular attention to the difference between main idea and details and the different and varied strategies used for the comprehension of different kinds of readings.

HOMEWORK: Students complete the final evaluation of or project for the literature piece(s) they have worked on all semester. They evaluate their progress through a written self-evaluation.

STUDENT PERFORMANCE OBJECTIVES: To review all reading skills learned and practiced throughout the semester and the various context clues that can be used to aid in the comprehension of a reading; to evaluate which strategies work best for them according to their learning style and preference; and to evaluate their progress in reading and vocabulary comprehension and development.

2 hours

METHODS OF INSTRUCTION:

Reading; lecture; whole-group and small group discussion; analysis of reading selections; quizzes, tests, and a book report; correction of exercises; quiz and test feedback; writing; and discussion of literature.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 20.00 %

Written homework, book report, literature project.

Objective examinations

Percent of total grade: 70.00 %

Other methods of evaluation

Percent of total grade: 10.00 %

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks:

Francisco Jimenez. *The Circuit: Stories from the Life of a Migrant Child*. University of New Mexico Press, 1997.

Piece of literature. Content is still relevant.

ISBN: 978-0826317971

Reading Level of Text, Grade: ESL Intermediate Verified by: Nicole Cisneros
Hartmann/Kirn. *Interactions Level 2 Reading*. McGraw Hill, 2013.

ISBN: 978-0077595104

Reading Level of Text, Grade: ESL Intermediate Verified by: Nicole Cisneros

Zukowski/Faust. Steps to Academic Reading 3: Across the Board. Heinle,2002.
Content is still relevant - short true stories.
ISBN: 978-0030324826

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
 Not Transferable
UC TRANSFER:
 Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B
Classification: K
Noncredit Category: A
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: D
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours: 54
Minimum Hours: 54
Course Control Number:
Sports/Physical Education Course: N
Taxonomy of Program: 493085