

Course Outline

COURSE: ESL 542 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2017 **CURRICULUM APPROVAL DATE:** 05/10/2022

SHORT TITLE: INT ESL READ/VOC II

LONG TITLE: Intermediate ESL Reading, Vocabulary II

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	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 532 or ESL 537 with a grade of 'C' or better, or ESL Assessment Recommendation. Recommended concurrent enrollment in ESL 541 and 543.

PREREQUISITES:

- Completion of ESL 532, as UG, with a grade of C or better.
- OR
- Completion of ESL 537, as UG, with a grade of C or better.
- OR
- Score of 1 on Intermediate II

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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. State the main idea(s) and supporting ideas of a reading or of single paragraphs within a reading.
2. Scan and skim a reading for specific information.
3. Use a variety of context clues to figure out the meaning of unfamiliar words and expressions.
4. Analyze and outline the main ideas of a reading selection.
5. Evaluate the viewpoint expressed in the reading(s) and compare it to personal experiences and/or native culture parameters

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Interpret, recall, and relate ideas and concepts in a reading and make inferences about them individually and with peers.
2. Apply a variety of reading skills to the understanding of a level appropriate text.

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

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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.

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.

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.

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.

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.

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.

2 hours

Final exam

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.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 103

Assignment Description

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.

Required Outside Hours 5

Assignment Description

Students complete the final evaluation of or project for the literature piece(s) they have worked on all semester.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 30

Evaluation Description

25% - 35%

Written homework;

Other: Book report or literature project.

Objective examinations

Evaluation Percent 60

Evaluation Description

60% - 70%

Multiple choice;

True/false;

Matching items;

Completion;

Other methods of evaluation

Evaluation Percent 10

Evaluation Description

5% - 15%

Vocabulary logs, small group focused discussion. *Comprehension and open-ended questions supported in the reading.

RECOMMENDED REPRESENTATIVE TEXTBOOKS:

The Circuit, Jimenez, University of New Mexico Press, 2000.

Rationale: The content and reading skills taught in these last two texts is still current.

ESL Intermediate to Intermediate-High level for ESL learners. Grade Verified by: Kimberly England

Pathways: Reading, Writing & Critical Thinking 1: Student Book 1, 2nd Ed, Blass, National Geographic Learning, 2017.

ISBN: 1337625108

Rationale: (The content and reading skills taught in this text are still current.) Or other appropriate college level text

Low Intermediate ESL Text Grade Verified by: Kimberly England

What a World Reading 2, 2nd Ed, Broukal, Pearson, 2011.

ISBN: 9780132477963

Rationale: (The content and reading skills taught in this text are still current.) Or other appropriate college level text

Low Intermediate ESL Text Grade Verified by: Kimberly England

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

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:

Minimum Hours:

Course Control Number: CCC000197155

Sports/Physical Education Course: N

Taxonomy of Program: 493085