

Course Outline

COURSE: ESL 562 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 11/10/2020

SHORT TITLE: ADV ESL READ/VOC II

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LONG TITLE: Advanced 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>
4	18	Lecture:	4	72
		Lab:	0	0
		Other:	0	0
		Total:	4	72

COURSE DESCRIPTION:

This course prepares ESL students for mainstream college classes by reviewing a variety of reading skills, strategies, and topics from different academic disciplines. Students expand their academic vocabulary and read short stories or a novel for literary appreciation. **PREREQUISITE:** ESL 552 with a grade of 'C' or better or ESL assessment recommendation. Recommended concurrent enrollment in ESL 564 and ESL 563.

PREREQUISITES:

Completion of ESL 552, as UG, with a grade of C or better.

OR

Score of 1 on CELSA Ability to Benefit

OR

Score of 1 on Advanced 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:

1. Analyze and interpret the form, style, and specific strategies utilized in an academic or literary text.

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

Year assessed, or planned year of assessment: 2014

Institution Outcome Map: 1. Communication, 2. Cognition, 5. Aesthetic Responsiveness, 6. Personal Development and Responsibility

2. Use context clues to guess at the meaning of new vocabulary..

Measure of assessment: Classroom discussion, quizzes, tests

Year assessed, or planned year of assessment: 2014

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

3. Summarize and paraphrase parts of readings and use the summaries/paraphrases to explain a personal viewpoint.

Measure of assessment: Tests, written response, logs

Year assessed, or planned year of assessment: 2014

Institution Outcome Map: 2. Cognition, 3. Information Competency, 4. Social Interaction, 6. Personal Development and Responsibility

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

Curriculum Approval Date: 11/10/2020 - **DE MODIFICATION ONLY**

WEEK 1 4 HOURS

CONTENT: Students are assessed to determine reading comprehension and speed. They are given an overview of the course including the materials to be used, the course objectives, and in-class and out-of-class procedures and assignments. **HOMEWORK:** Students read through the packet of sample readings from different academic content areas and short literary pieces to get an overview of the types of readings that will be encountered and the kinds of skills that will be practiced.

STUDENT PERFORMANCE OBJECTIVES: Determine reading speed and comprehension level. Recognize the role of the reader and the importance of generating background knowledge. Distinguish between academic and literary text and the reading strategies employed with each. Practice skills such as reading critically, asking questions, understanding sequence, pinpointing and extracting main ideas and details, expressing and supporting opinions, defining, annotating, making double entry notes, keeping a vocabulary journal, and using an English dictionary.

WEEK 2-3 8 HOURS

CONTENT: Students work within one academic content area such as ecology, business, biotechnology, geology, cultural studies, archeology, psychology, sociology, or other academic area. Students read several selections and practice reading strategies such as using context clues to understand unfamiliar vocabulary and concepts, and identifying word parts, word families, connectors, antecedents, and parts of speech as a means to improve overall comprehension. They practice critical thinking skills such as identifying patterns of organization, differentiating main ideas from details, and making inferences and using examples to support opinions. They also read a timed selection with the goal of increasing speed and fluency. Finally, as a way of preparing for mainstream academic classes, they read and respond to a textbook selection from another Gavilan College class that addresses the same content. **HOMEWORK:** Students read and complete the exercises in their textbook, use their dictionaries to aid their comprehension, participate in class discussions and exercise correction, and begin their vocabulary journal. They also read a sample reading from a mainstream class. **STUDENT PERFORMANCE OBJECTIVES:** Become immersed in common academic vocabulary, concepts, and ways of presenting the material in the academic content area used. Apply different reading strategies to the understanding of the readings and make inferences. Familiarize themselves with mainstream college course readings. Increase reading efficiency and speed.

WEEK 4 4 HOURS

CONTENT: In the literature component, students read a short story. They learn the elements of the short story, the historical events that influenced its development and life of a specific author. Students analyze the story and the major characters, chart the development of the story including setting, plot, conflict, climax, and resolution; discuss theme and author's tone; apply understanding of historical period and genre to themes in the story. **HOMEWORK:** Students read the story, prepare analysis for class discussion, and answer text questions. **STUDENT PERFORMANCE OBJECTIVES:** Recognize the elements of the short story. Define the connection between literary genre and history. Read a literary piece and appreciate its purpose, theme(s), and use of language.

WEEK 5-6 8 HOURS

Students work within one of the academic areas listed in weeks 2-3. In addition to the skills listed in weeks 2-3, students distinguish between facts, non-facts, and interpretations; they learn appropriate content terminology; identify the pattern of organization used in the content area readings; and respond in writing to issues presented in the readings. HOMEWORK: Students read and complete the exercises in their textbook, use their dictionaries to aid their comprehension, participate in class discussions and exercise correction, and continue working on their vocabulary journal. They also read a sample reading from a mainstream class. STUDENT PERFORMANCE OBJECTIVES: Become immersed in the content-specific vocabulary, concepts, and ways of presenting the material in the academic area used. Apply different reading strategies to the understanding of the readings and make inferences. Recognize patterns of organization. Distinguish between facts, non-facts, and interpretations. Express personal viewpoints in writing on reading issues. Familiarize themselves with mainstream college course readings. Increase reading efficiency and speed.

WEEK 7 4 HOURS

CONTENT: In the literature component, students read a second short story. They review the elements of the short story and discuss the historical events that influenced its development and the life of a specific author. Students analyze the story and the major characters, chart the development of the story including setting, plot, conflict, climax, and resolution; discuss theme and author's tone; and apply understanding of historical period and genre to themes in the story. HOMEWORK: Students read the story, prepare analysis for class discussion, and answer text questions. STUDENT PERFORMANCE OBJECTIVES: Recognize the elements of the short story. Define the connection between literary genre and history. Read a literary piece and appreciate its purpose, theme(s), and use of language.

WEEK 8-9 8 HOURS

CONTENT: Students work within one of the academic areas listed in weeks 2-3. In addition to the skills listed in weeks 2-3 and 5-6, students outline class readings, recognize the logical sequence of steps and/or events, and compare and contrast ideas presented in the readings.

HOMEWORK: Students read and complete the exercises in their textbook, use their dictionaries to aid their comprehension, participate in class discussions and exercise correction, and continue working on their vocabulary journal. They also read a sample reading from a mainstream class. STUDENT PERFORMANCE OBJECTIVES: Become immersed in the content-specific vocabulary, concepts, and ways of presenting the material in the academic area used. Apply different reading strategies to the understanding of the readings and make inferences. Recognize patterns of organization. Distinguish between facts, non-facts, and interpretations. Express personal viewpoints in writing on reading issues. Compare and contrast ideas in the readings. Familiarize themselves with mainstream college course readings. Increase reading efficiency and speed.

WEEK 10 4 HOURS

CONTENT: In the literature component, students read a short play. They learn the basic elements of drama and the historical events that influenced its development and life of a specific author. Students analyze the drama and the major characters, chart the development of the story line including setting, plot, conflict, climax, and resolution; discuss theme and author's tone; and apply understanding of historical period and genre to themes in the drama. HOMEWORK: Students read the play, prepare analysis for class discussion, and answer text questions. STUDENT PERFORMANCE OBJECTIVES: Recognize the elements of a short play. Define the connection between literary genre and history. Read a literary piece and appreciate its purpose, theme(s), and use of language.

WEEK 11-12 8 HOURS

CONTENT: Students work within one of the academic areas listed in weeks 2-3. In addition to the skills listed in weeks 2-3, 5-6, and 8-9, students recognize synonyms/antonyms and punctuation as context clues, evaluate the readings for author perspective, and move from concrete statements to abstract concepts. **HOMEWORK:** Students read and complete the exercises in their textbook, use their dictionaries to aid their comprehension, participate in class discussions and exercise correction, and continue working on their vocabulary journal. They also read a sample reading from a mainstream class. **STUDENT PERFORMANCE OBJECTIVES:** Become immersed in the content-specific vocabulary, concepts, and ways of presenting the material in the academic area used. Apply different reading strategies to the understanding of the readings and make inferences, particularly the use of synonyms/antonyms and punctuation as tools for comprehension. Recognize patterns of organization. Distinguish between facts, non-facts, and interpretations. Express personal viewpoints in writing on reading issues. Compare and contrast ideas in the readings. Evaluate author perspective. Demonstrate understanding of abstract concepts. Familiarize themselves with mainstream college course readings. Increase reading efficiency and speed.

WEEK 13 4 HOURS

CONTENT: In the literature component, students read poetry. They learn the basic elements of poetry. Students read and analyze the poems and their themes through the use of language, imagery, and symbolism. They also note the lyrical aspects of poetry in its rhyme scheme, meter, and other relevant characteristics. **HOMEWORK:** Students read poetry, prepare analysis for class discussion, and answer text questions. **STUDENT PERFORMANCE OBJECTIVES:** Recognize the elements of poetry and discuss the relevant aspects of the genre. Read a literary piece and appreciate its purpose, theme(s), and use of language.

WEEK 14-15 8 HOURS

CONTENT: Students work within one of the academic areas listed in weeks 2-3. In addition to the skills listed in weeks 2-3, 5-6, 8-9, and 11-12, students are exposed to the scientific style of writing and the use of the passive voice and other specific characteristics of the scientific writing style. **HOMEWORK:** Students read and complete the exercises in their textbook, use their dictionaries to aid their comprehension, participate in class discussions and exercise correction, and continue working on their vocabulary journal. They also read a sample reading from a mainstream class. **STUDENT PERFORMANCE OBJECTIVES:** Become immersed in the content-specific vocabulary, concepts, and ways of presenting the material in the academic area used. Apply different reading strategies to the understanding of the readings and make inferences, particularly use of synonyms/antonyms and punctuation as tools for comprehension. Recognize patterns of organization. Familiarize themselves with the scientific style of writing and the use of the passive voice. Distinguish between facts, non-facts, and interpretations. Express personal viewpoints in writing on reading issues. Compare and contrast ideas in the readings. Evaluate author perspective. Demonstrate understanding of abstract concepts. Familiarize themselves with mainstream college course readings. Increase reading efficiency and speed.

WEEK 16 4 HOURS

CONTENT: In the literature component, students continue reading poetry. They review the elements of poetry. Students read and analyze the poems and their themes through the use of language, imagery, and symbolism. They also note the lyrical aspects of poetry in its rhyme scheme, meter, and other relevant characteristics. Students write poetry. **HOMEWORK:** Students read poetry, prepare analysis for class discussion, and answer text questions. **STUDENT PERFORMANCE OBJECTIVES:** Recognize the elements of poetry and discuss the relevant characteristics of the genre. Read a literary piece and appreciate its purpose, theme(s), and use of language. Write poetry.

WEEK 17 4 HOURS

CONTENT: Students review general aspects of reading in a variety of academic disciplines and some common reading strategies that must be employed in the reading and analysis of texts in an academic environment. They review the various ways in which content-specific vocabulary and rhetorical patterns can be ascertained for ease of comprehension. Students discuss their personal vocabulary learning and expansion strategies. They learn to distinguish academic from literary texts and note the differences in the purpose and use of language of each. **HOMEWORK:** Students participate in class discussion regarding the content of the week, finish their vocabulary logs, evaluate the academic area texts they found most challenging and most accessible and discuss the reasons for it orally and in writing, and do self-evaluation. **STUDENT PERFORMANCE OBJECTIVES:** Review reading comprehension and vocabulary development strategies. Review general aspects of reading in academic disciplines. Develop awareness of the self-initiative and reading efficiency needed in an academic environment to succeed in mainstream classes. Define personal styles and strategies for reading comprehension and vocabulary development. Distinguish the purpose and use of language of both academic and literary texts.

WEEK 18 2 HOURS

Final Exam

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours:

Assignment Description: Complete textbook exercises, read short stories, complete vocabulary journal.

METHODS OF INSTRUCTION:

Reading, lecture, whole-group and small-group discussion, vocabulary logs, analysis of academic reading selections, writing, self-evaluation, and discussion and evaluation of literature.

METHODS OF EVALUATION:

Methods Of Evaluation

Writing assignments

Percent of total grade: 20.00 %

20% - 40% Written homework; Reading reports; Essay exams; Other: Self-evaluation, poetry writing

Objective examinations

Percent of total grade: 60.00 %

60% - 70% Multiple choice; True/false; Matching items; Completion

Other methods of evaluation

Percent of total grade: 10.00 %

10% - 20% Reading journals/logs, small group focused discussion.

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks

Holder, et. al.. Inside Out / Outside In. Houghton Mifflin,2005.

(The content and reading skills taught in the following texts are still current.)

Marcus. A World of Fiction: Twenty Timeless Short Stories. Addison Wesley,2005.

McConochie. 20th Century American Short Stories, Volume 1. Heinle & Heinle,1995.

if available

Reading Level of Text, Grade: High-Intermediate/Advanced ESL Verified by: Nicole Cisneros

Smith and Mare. Topics for Today. Heinle & Heinle,2010.

Or other appropriate college level text

ISBN: 978-1111033040

Zukowski/Faust. Steps to Academic Reading 5: Between the Lines. Heinle&Heinle,2002.

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: B

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000334065

Sports/Physical Education Course: N

Taxonomy of Program: 493085