# GAVILAN COLLEGE

5055 Santa Teresa Blvd
Gilroy, CA 95023

## Course Outline

**COURSE:** ESL 752　　　DIVISION: 90　　　ALSO LISTED AS:

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

SHORT TITLE: NC  ADV ESL READ/VOC I

LONG TITLE: NC Advanced ESL Reading/Vocabulary I

| Units | Number of Weeks | Type | Contact Hours/Week | Total Contact Hours |
|-------|-----------------|------|--------------------|--------------------|
| 0 | 18 | Lecture: | 4 | 72 |
| | | Lab: | 0 | 0 |
| | | Other: | 0 | 0 |
| | | Total: | 4 | 72 |

### COURSE DESCRIPTION:

This course focuses on academic and critical thinking skills needed to increase reading comprehension and efficiency. Emphasis is on analyzing, making inferences, taking notes, supporting opinions, summarizing and expanding vocabulary. Readings are from academic texts and literature. PREREQUISITE: ESL 742 or ESL 747.

PREREQUISITES:
        Completion of ESL 742, as NC, with a grade of P or better.
        OR
        Completion of ESL 747, as NC, with a grade of P or better.
        OR
        Score of 1 on Advanced I

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

      05 - Hybrid

      71 - Dist. Ed Internet Simultaneous

      72 - Dist. Ed Internet Delayed

**STUDENT LEARNING OUTCOMES:**

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

Measure of assessment: written exam.

Year assessed, or planned year of assessment: 2018

Semester: Spring

2.  Identify the main idea and details of a reading, make inferences, and draw conclusions.

Measure of assessment: Written exam, discussion.

Year assessed, or planned year of assessment: 2018

Semester: Spring

3.  Read and analyze a novel and write a book report.

Measure of assessment: Written report, discussion.

Year assessed, or planned year of assessment: 2018

Semester: Spring

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

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

12 HOURS

CONTENT: Give an overview of the class including the text and novel to be read, classroom procedures and activities, tests and assignments.  Read one or more textbook selections based on the same topic or theme. Introduce the following strategies: previewing, using context clues, using an English-English dictionary, identifying and modifying parts of speech, identifying main idea and details, writing an outline, summarizing, expressing opinions, and comparing and contrasting ideas.  Practice these strategies by doing textbook exercises, working in small cooperative learning groups, and discussing and writing about the readings.

HOMEWORK: Do textbook exercises to practice strategies.

STUDENT PERFORMANCE OBJECTIVES: Preview reading through title and prereading questions. Analyze reading through true/false, multiple choice and short answer questions. Use context clues to understand and use vocabulary. Use dictionary to select synonyms and accurate definitions. Identify and modify nouns and verbs. Identify main idea and details. Organize information using an outline. Use outline to summarize information. Express opinions supported by examples.  Compare and contrast ideas.

12 HOURS

CONTENT: (TEXT): Read one or more textbook selections based on the same topic or theme. Continue to practice previously encountered strategies. Practice skills of skimming and scanning. Practice organizing information into flowcharts. Encourage critical thinking through inferencing and categorizing ideas into advantages and disadvantages. Do textbook exercises, discuss and write about the readings.

(NOVEL): Give brief background information about the novel to be read, including its historical significance, a biographical sketch of

the author and the setting.

HOMEWORK: Do textbook exercises to practice strategies. Read first chapter (or two) of novel and do short answer comprehension questions and longer essay questions prepared by instructor.

STUDENT PERFORMANCE OBJECTIVES: Preview reading through illustrations, title and prereading questions. Analyze reading through true/false, multiple choice and short answer questions. Use context clues to understand and use vocabulary. Use dictionary to select synonyms and accurate definitions. Skim for main idea and scan for details.  Organize information into a flowchart. Use flowchart to summarize

information. Identify inference. Make a list of advantages and disadvantages. Assert opinion and support with examples. Identify the setting of a novel.

12 HOURS

CONTENT: (TEXT): Read one or more textbook selections on the same topic. Continue to practice previously encountered strategies.

Introduce strategy of using punctuation as a comprehension aid.  Practice drawing conclusions. Write an opinion paragraph supported by examples. Conduct, analyze and record results of a survey. Watch a CNN video (or other video addressing same theme as reading selections) and discuss and write about the topic.

(NOVEL): Introduce the elements of character, plot and theme(s). Work in small groups to discuss the first one or two chapters of the novel.

HOMEWORK: Do textbook exercises to practice strategies. Read next chapter or two of the novel and do short answer/essay questions

prepared by the instructor.

STUDENT PERFORMANCE OBJECTIVES: Preview reading with questions. Analyze reading through true/false, multiple choice and short answer questions. Use context clues to understand vocabulary and punctuation marks. Use dictionary to select synonyms and accurate definitions.  Change verbs and adjectives to nouns. Take notes from reading and organize information in an outline. Use outline to summarize information. Identify inference and draw conclusions. Write an opinion paragraph with examples. Conduct, analyze and record results of a survey. Explain the plot of a story. Describe the characters in a story.

12 HOURS

CONTENT: (TEXT): Read one or more textbook selections on the same topic. Continue to practice previously encountered strategies.

Enhance critical thinking skills by identifying problems and creating solutions. Do textbook exercises, discuss and write about the

readings. Do a brief on-line search based on the topic of the reading selections.

(NOVEL): Introduce the element of conflict, including internal and external conflict and the idea of the protagonist and the antagonist.

Work in small groups to discuss the chapters already read.

HOMEWORK: Do textbook exercises to practice strategies. Read the next chapter or two of the novel and do the short answer/essay questions prepared by the instructor.

STUDENT PERFORMANCE OBJECTIVES: Preview reading through the title and prereading questions. Analyze reading through true/false, multiple choice and short answer questions. Use context clues to understand and use vocabulary. Use dictionary to select synonyms and accurate definitions. Change adjectives to nouns. Scan for details.  Identify inference, express opinions supported with examples, draw conclusions, identify problems and create solutions. Do a brief on-line search and report findings to the class. Identify the protagonist(s) and antagonist(s) and describe the conflict in a novel.

12 HOURS

CONTENT: (TEXT): Read one or more textbook selections on the same topic. Continue to practice strategies already encountered. Introduce the ideas of the author's perspective/point of view and tone. Do textbook exercises, discuss and write about reading selections.  Explain content and format of book report.

(NOVEL): Examine the tone, the author's point of view and figurative speech (including: similes, metaphors, personification).

HOMEWORK: Do textbook exercises to practice strategies. Finish reading the novel. Do a book report on the novel.

STUDENT PERFORMANCE OBJECTIVES: Preview reading through the illustration, title and prereading questions. Analyze reading through true/false, multiple choice and short answer questions. Use context clues to understand and use vocabulary. Use dictionary to select synonyms and accurate definitions. Change verbs to nouns. Change adjectives to adverbs. Scan for main idea and important details.  Organize and summarize information using an outline. Identify inference and draw conclusions. Interpret author's point of view and tone. Express opinions supported with examples. Identify problems and create solutions. Identify and interpret figures of speech. Write a book report of a novel.

10 HOURS

CONTENT: (TEXT): Read one selection from the text. Work in small groups to review all of the reading strategies and critical thinking

skills practiced throughout the semester.

(NOVEL): Work in class, both individually and in small groups, to discuss the themes of the novel and finish the book report.

HOMEWORK: Study for final exam and finish book report.

STUDENT PERFORMANCE OBJECTIVES: Demonstrate use of reading strategies, critical thinking skills and basic research techniques including: Using previously encountered vocabulary and context clues to guess at new vocabulary, previewing a new reading passage using illustrations, title, charts, and questions, analyzing a new reading passage through true/false, multiple choice and short answer questions, using a dictionary to select synonyms and accurate definitions, recognizing and modifying parts of speech (nouns, verbs, adjectives, adverbs), scanning a reading for main idea and details, taking notes in outline or chart form and summarizing information, expressing opinions with supporting examples, making inferences and drawing conclusions, describing, comparing and contrasting information, identifying problems and creating solutions, recognizing the author's perspective, tone and purpose, describing the setting and characters in a novel, explaining the plot and conflict, recognizing literary techniques/figures of speech such as simile, metaphor and personification, discussing and writing about themes studied in class, conducting a survey and doing a brief on-line search.

2 HOURS

FINAL EXAM

## METHODS OF INSTRUCTION:

Lecture, reading, pair and small group activities, discussion and analysis of readings, textbook exercises, writing in response to readings.

## METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 40.00 %

Written homework, essay exams, book report, outside reading worksheets, online research.

Objective examinations

Percent of total grade: 60.00 %

Multiple choice, true/false, matching items, completion, cloze exercises, short answer and/or essay questions.

OUT OF CLASS ASSIGNMENTS:

Every week students will read and do assigned exercises from the textbook. In addition, they will read a novel and answer weekly short answer and/or essay questions about it.

At the end of the semester, students will write a book report.

## REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks

Cohen and Milner. Longman Academic Reading Series Book 4. New York: Pearson Longman,2013.

ISBN: 978-0-132-760614

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

Smith, Lorraine C.. Exploring Content I. New York: Pearson Longman,2013.

ISBN: 978-0-131-401983

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

Zukowski and Faust. Steps to Academic Reading Book 4: In Context. Heinle & Heinle,2002.

The content of this text is not out-of-date, and the reading skills taught are still current.

ISBN: 978-0-030-340024

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

Recommended Other Texts and Materials

Representative books for the literature component: The Pearl by John Steinbeck (Penguin Books, 2012) The Red Pony by John Steinbeck (Penguin Books, 2012) Animal Farm by George Orwell (Penguin Books, 2010) The Alchemist by Paulo Coehlo (Harper Collins, 2010) Farewell to Manzanar by Jeanne Wakatsuki Houston (Random Books, 2013)

**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: C
Non Credit Enhanced Funding: Y
Funding Agency Code: A
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000592475
Sports/Physical Education Course: N
Taxonomy of Program: 493085