

ESL A045N: ESL SUPPORT FOR FRESHMAN COMPOSITION: READING AND VOCABULARY NONCREDIT

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	493085 - English as a Second Language - Reading
Units	0 Total Units
Hours	36 Total Hours (Lecture Hours 36)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

This course focuses on improving reading skills and reading comprehension by demonstrating reading strategies and building vocabulary for non-native speakers of English enrolled in ENGL C1000. Noncredit. ADVISORY: Concurrent enrollment in ENGL C1000; This supplemental class is geared for second language students who are enrolled in ENGL C1000 and other college-level courses and need supplemental help in reading and vocabulary. NOT DEGREE APPLICABLE. Not Transferable.

Course Level Student Learning Outcome(s)

1. Students will be able to determine and employ the best strategies to identify the meaning of unknown academic vocabulary in college level texts.
2. Students will be able to analyze, evaluate, and interpret college level texts to be prepared for Freshman Composition and other college-level courses.
3. Students will be able to define common academic vocabulary.

Course Objectives

- 1. Use pre-reading strategies to locate the main idea, important details and key words.
- 2. Recognize the authors theme, purpose, point of view, tone, main idea, key details, organizational pattern, and inferences in reading passages at the tenth grade level or higher.
- 3. Demonstrate an understanding of argumentation and supported opinion.
- 4. Demonstrate an understanding of unfamiliar and abstract texts under time constraints.

Lecture Content

LECTURE CONTENT: Reading Component: Critical Thinking Employ critical thinking skills before, during, and after reading college-level

texts Identify authors theme, purpose, point of view, and tone Identify topics Identify literal meaning Interpret implied meaning Identify main idea and major and minor supporting details Make inferences Interpret and analyze visual material such as single and multiple charts, graphs, tables, photos, cartoons, diagrams, timelines Identify authors purpose and bias Identify intended audience Reading Comprehension Skills Use pre-reading strategies in individualized, large and small group instruction to understand college-level texts. Skimming of titles, subtitles, pictures, illustrations, etc. Anticipating and predicting ideas Asking questions Using skimming skills Anticipating authors purpose Activating background knowledge to assist comprehension What does the student know about the topic. What can the student anticipate based on that knowledge. What vocabulary might be anticipated. Recognizing text organization Recognize common rhetorical modes Use titles, visuals, introduction and conclusion to determine organizational pattern. Scanning Develop comfort with rapid scanning and not reading every word Identify key words and phrases Use statistics, numbers, dates, italics, etc. to anticipate meaning Employ during-reading strategies in individualized, large and small group instruction to understand college-level texts. Scanning for details Confirming predictions Note-taking skills annotating organizing annotations to identify rhetorical modes Highlighting Paraphrasing and summarizing Distinguishing fact from opinion Identify literal and inferential meanings Develop outlines and graphic organizers Recognize metacognitive skills Ability to use a wide range of complex textual clues to comprehend meaning and structure of a text. Use post-reading strategies in individualized, large and small group instruction to understand college-level texts. Outlining Summarizing and paraphrasing the theme, purpose, and point of view of multiple readings in written assignments of 250 words Explaining authors meaning in informal restatements Discussing the main idea vs. major and minor supporting details Comparing and contrasting concepts from multiple readings Recognizing authors bias Understanding argumentation and supported opinion Evaluating the credibility of a text Comprehending unfamiliar and abstract texts under time constraints Understanding a wide range of common North American cultural references Vocabulary Component Academic vocabulary Academic Word List (Coxhead, 2000) Word lists from academic fields/majors > Word parts useful for understanding academic vocabulary Common Prefixes Common Suffixes Noun Adjective Adverb Verb Utilize vocabulary resources to understand most common academic words from the Academic Word List and important content-area words. Dictionaries Glossaries Vocabulary notebooks, journals, or logs Electronic resources Strategies for guessing meaning Understanding of most new words given in a clear context Parts of speech Using morphology and syntax for meaning Working knowledge of the majority of word roots and affixes Idiomatic language Collocations Student Success Skills Component Acknowledge the complexities of reading tasks and foster a growth mindset in response to these challenges. Prepare for the rigors of academic texts. Use academic success strategies to meet the demands of advanced reading and critical thinking tasks. Practice annotation strategies throughout the course. Practice note-taking strategies throughout the course. Recognize the value of and utilize Student Support Services that will advance reading and critical thinking skills. Tutoring Center Writing Center Skills Center College Library Adopt behavioral strategies for student success in advanced reading Develop peer support networks Participate in peer study groups Recognize the need for collaboration to accomplish challenging tasks Utilize a wide variety of collaborative strategies LABORATORY CONTENT: N/A

Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

Instructional Techniques

Lecture Independent study Individualized feedback on student work
Group and pair activities Discussion Feedback/evaluation of skills
practice Demonstration Guided reading activities Independent study

Reading Assignments

Students will spend approximately 2 hours a week on academic writing assignments, including: Reading paragraphs and articles containing new academic vocabulary Answering questions containing new academic vocabulary Reading and analyzing college-level texts

Writing Assignments

Students will spend approximately two hours a week on writing assignments, which include: Writing original sentences and paragraphs using new academic vocabulary. Paraphrasing sentences and passages containing new academic vocabulary Answering questions containing new academic vocabulary Composing metacognitive journals based on assigned course readings at least three times per semester of about 350 words each. Demonstrating reading comprehension of course readings and graphics in short written assignments at least three times per semester of about 200 words each.

Out-of-class Assignments

Examples of weekly homework assignments are as follows: Composing metacognitive journals based on assigned course readings at least three times per semester of about 350 words each. Reading paragraphs and articles containing new academic vocabulary Reading and analyzing college-level texts Demonstrating reading comprehension of course readings and graphics in short written assignments at least three times per semester of about 200 words each. Writing original sentences and paragraphs using new academic vocabulary. Paraphrasing sentences and passages containing new academic vocabulary Answering questions containing new academic vocabulary

Demonstration of Critical Thinking

Identify fact/opinion, literal/implied meaning, main idea/major and minor supporting points in short answers, summaries, and responses to course readings. Interpret and analyze visual data. Summarize, analyze, and/or evaluate course readings in group and class discussions and in written assignments. Defend personal analysis of course readings in group and class discussions and in written assignments. Construct mnemonic devices to remember new vocabulary Determine meaning of unfamiliar vocabulary using context clues Determine word meaning by using word parts Determine vocabulary needed for success in a particular major Formulate paragraphs on assigned topics which use new academic vocabulary correctly and effectively

Required Writing, Problem Solving, Skills Demonstration

As a reading/vocabulary course, ESL is designed to provide students with intensive practice to develop their reading and vocabulary skills, strategies, and knowledge in order to help them succeed in English 100. In addition to text-based activities and skill-developing exercises, students will be assigned some of the following tasks: A. Weekly assignments Composing metacognitive journals based on assigned course readings at least three times per semester of about 350 words each. Demonstrating reading comprehension of course readings and

graphics in short written assignments at least three times per semester of about 200 words each. Writing original sentences and paragraphs using new academic vocabulary. Paraphrasing sentences and passages containing new academic vocabulary Answering questions containing new academic vocabulary

Eligible Disciplines

ESL: Masters degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelors degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND masters degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Mazur-Jefferies, C.. Focus Reading and Vocabulary 4, 1st ed. Boston: Cengage/ National Geographic, 2014 Rationale: This textbook integrates reading and vocabulary skill building with academic content at an advanced level, and will help students build the skills necessary to succeed in English 100 and other courses. 2. Required Mikluecky, B.S., Jeffries, L. . Advanced Reading Power 4, 2nd ed. White Plains: Pearson, 2014 Rationale: This textbook helps students build reading fluency and comprehension through the development of cognitive and metacognitive strategies. 3. Required Cranker, K.. Sixty Words or Phrases Commonly Misused by ESL/EFL Students Preparing for Universities, 1st ed. Eugene: Wayzgoose, 2014 Rationale: This book can help students learn to use academic vocabulary effectively in their writing.

Other Resources

1. O.E.R Materials College ESL Writers: Applied Grammar and Composing Strategies for Success by Barbara Hall and Elizabeth Wallace, Pub Date: 2018, University System of Georgia Chapter 6 Working with Words - Usage, Form, Context <https://open.umn.edu/opentextbooks/textbooks/college-esl-writers-applied-grammar-and-composing-strategies-for-success> 2. The Word on College Reading and Writing by Monique Babin, Clackamas Community College, Carol Burnell, Clackamas Community College, Susan Pesznecker, Portland State University, Pub Date: 2017 <https://open.umn.edu/opentextbooks/textbooks/the-word-on-college-reading-and-writing>