

ESL G078: ACADEMIC READING FOR MULTILINGUAL STUDENTS 3

- 7. Cultivate note-taking strategies from multi-paragraph academic texts and abstracts to enhance information retention and analysis.

Item	Value
Curriculum Committee Approval Date	12/05/2023
Top Code	493085 - English as a Second Language - Reading
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Non-Degree Applicable (C)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

Course Description

This course is the third course of the ESL Academic Reading sequence for multilingual students who need proficiency in academic literacy. It equips students with strategies to read, analyze, and interpret complex academic texts that present linguistic and conceptual challenges. Moreover, it emphasizes the recognition of common academic vocabulary on the Academic Word List. Successful completion prepares students for college-level reading and beyond. NOT DEGREE APPLICABLE. Not Transferable.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Compose a written or oral response to a published academic text/abstract to refute and challenge an author's claim or point of view.
3. Compose an outline of a short academic text/abstract using a thesis or main idea along with key supporting details.
4. Summarize an academic text/abstract.
5. Formulate notes from a short academic text/abstract containing multiple paragraphs.

Course Objectives

- 1. Analyze and interpret a variety of expository and narrative academic English texts using a wide variety of reading skills and strategies.
- 2. Compose logical responses to academic readings by way of journals, summaries, and written paragraphs or by oral reporting.
- 3. Use a wide variety of academic vocabulary in presenting responses to and answering comprehension and inference questions about academic content.
- 4. Identify works of famous American authors.
- 5. Employ the skill of composing written and oral responses that challenge and refute the claims made in published academic texts.
- 6. Develop concise summarization techniques for academic texts in written and spoken forms.

Lecture Content

Reading Reading Skills and Text Analysis: Read, interpret, analyze, and evaluate a variety of authentic culturally diverse academic-level readings from multiple sources, including but not limited to fiction, non-fiction, novels, short stories, essays, literature, and periodical/journal articles. Explore a variety of text types, including narratives, expository pieces, and argumentative works. Identify and explain the authors style and target audience. Comprehension and Interpretation: Recognize and effectively communicate the authors perspective, tone, and intended purpose within a given text. Differentiate between the authors explicitly stated opinions and inferred viewpoints, distinguishing them from concrete facts presented in the text. Utilize predictive strategies both before beginning a reading and during the texts progression, based on initial impressions and text development. Textual Elements and Structure: Develop familiarity with common text types and genres commonly found in academic readings. Identify and analyze the authors use of organizational techniques across various genres. Employ skimming and scanning techniques to efficiently locate and comprehend main points and supporting ideas within a text. Critical Thinking and Context: Consider the influence of pre-existing knowledge, personal experiences, cultural background, and assumptions when engaging with the text. Recognize the authors use of rhetorical structures to convey their perspective. Summary and Communication: Rephrase and paraphrase the central ideas and key supporting details presented in academic readings. Assess and critique thesis statements and their supporting evidence for validity and cohesion. Express informed opinions and engage in discussions centered around academic content. Establish connections between key ideas extracted from readings and real-world contexts. Language and Literary Elements: Identify and interpret figurative language elements, such as metaphor and allusion, commonly found in academic texts. Detect author bias within the text and evaluate potential reasons behind this bias. Generate well-structured written or oral responses for reflection and analysis of academic texts and abstracts. Create concise summaries of academic text content through both oral and written formats. Vocabulary Developing Vocabulary Skills: Employ context clues, syntactical cues, and word structure analysis (suffixes, prefixes, word roots) to deduce the meanings of challenging academic vocabulary encountered in texts. Apply newly acquired academic vocabulary in both oral and written contexts, demonstrating a versatile grasp of terminology. Complete cloze exercises that incorporate recently learned academic vocabulary, reinforcing comprehension and usage. Construct word families based on newly acquired academic vocabulary, adeptly utilizing these word forms in various contexts and situations. Expanding Vocabulary Repertoire: Familiarize oneself with high-frequency academic vocabulary drawn from the Academic Word List, further enriching vocabulary depth. Identify academic noun, adjective, and adverb forms using fundamental suffixes within texts at an appropriate level. Utilize both dictionaries and thesauruses to broaden the range of vocabulary, facilitating more nuanced communication. Identify and interpret idiomatic expressions and collocations within texts, improving comprehension of language nuances. Employ academic vocabulary-building techniques, including word fields, synonyms, and antonyms, to refine and diversify vocabulary usage.

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Reading Assignments

Expository Text: Read a scholarly article and analyze the authors argument, key evidence, and the use of scientific terminology. Literary Analysis: Read a classic and write a critical analysis of the novels themes, characters, and social commentary.

Writing Assignments

Critical Response Essay: Choose a specific reading, such as an academic article or essay, and write a critical response essay. Analyze the authors arguments, supporting evidence, and any potential limitations of the text. Literary Analysis Essay: Select a piece of literature studied in the course (e.g., a short story or poem) and write a literary analysis essay exploring its themes, symbolism, and literary devices used by the author. Reflective Journal: Maintain a reflective journal throughout the course, where you record your reactions, questions, and insights from the readings. Periodically, write reflective essays summarizing your learning journey and personal growth.

Out-of-class Assignments

Vocabulary Practice: Create flashcards with new academic vocabulary encountered in the readings. Study and review the flashcards regularly to reinforce your vocabulary skills. Book Review: Select a novel from the course readings or a related book. Write a detailed book review discussing the plot, characters, themes, and your personal reflections on the books impact. Group Discussion: Form a discussion group with classmates and discuss key concepts, debates, or questions arising from the readings. Collaboratively prepare a summary or presentation on the discussed topics.

Demonstration of Critical Thinking

Analyze key vocabulary in context, identify an authors point of view and tone, recognize the intended audience of an author, locate main ideas and key supporting details, make inferences, differentiate between fact and opinion, and recognize an authors intent.

Required Writing, Problem Solving, Skills Demonstration

A variety of methods will be incorporated both in and out of the classroom to continuously assess written competency, problem solving ability and the demonstration of key skills. These will include effective notetaking, outlining, read-response paragraphs, main idea and inference assignments, summarizing, vocabulary cloze exercises, true-false, multiple choice, matching and sentence-completion exercises. In addition, individual, both small and large-group classroom presentations will provide observational assessment opportunities and co-operative learning experience.

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 Penfield, E. Short Takes: Model Essays for Composition, 11 ed. Pearson (latest), 2013 Rationale: (latest) 2. Required Pattison, T. Critical Reading: English for Academic Purposes, 11 ed. Pearson (latest), 2015 Rationale: (latest) 3. Required Jones, B. Academic Word Power 4, 1 ed. National Geographic (latest), 2004 Rationale: (latest) 4. Required Frankl, V. Mans Search for Meaning, ed. Beacon Press (latest), 2006 Rationale: (latest)