COURSE INFORMATION FORM

DISCIPLINE: English as a Second Language
COURSE TITLE: Intermediate I: Reading and Vocabulary

CR.HR: 3  LECT HR: 3  LAB HR:  CLIN/INTERN HR:  CLOCK HR:

CATALOG DESCRIPTION:

The study and practice of narratives and expository texts. Development of vocabulary through formal analysis and prediction.

PREREQUISITES

ESL Novice II: Reading or appropriate ESL placement test score.

EXPECTED STUDENT OUTCOMES IN THE COURSE

1. Identify words and phrases in context
2. Derive meaning from material where context and/or schema are supportive
3. Use a dictionary and glossary
4. Demonstrate comprehension of narratives, descriptions, and simplified news stories
5. Demonstrate the ability to understand a few types texts written for a general audience
6. Determine level-appropriate word relationships regarding synonyms, antonyms and high frequency homonyms
7. Demonstrate understanding of time-frames in written text (past, present, future)
8. Demonstrate the ability to make predictions
9. Demonstrate the ability to skim/scan in simplified texts
10. Identify affixes/roots/word building families for high frequency level vocabulary
11. Demonstrate further development of oral proficiency in reading
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- Pre- and post tests (1-10)
- Class presentations (2, 4, 5, 8, 9, 10, 11)
- Writing assignments (1-10)
- Quizzes (1-10)

PROGRAM-LEVEL OUTCOMES ADDRESSED

General Education Outcomes
Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

Occupational Program Outcomes
Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures.

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Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Text and context
   A. Dictionary/glossary
   B. Schema

II. Text analysis
   A. Meaning
      1. Fact vs. opinion
      2. Main ideas vs. details
   B. Formal attributes
      1. Word relationships
         (a) synonyms
         (b) antonyms
         (c) homonyms
      2. Time-frames
         (a) past
         (b) present
         (c) future
      3. Morphology
         (a) roots
         (b) affixes

III. Comprehension-related skills
    A. Skim/scan
    B. Predictions