COURSE INFORMATION FORM

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

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

CATALOG DESCRIPTION:
The study and practice of reading, and the development of vocabulary, in pre-academic (secondary level) English. Critical thinking and reading skills; and the ability to contextually identify unfamiliar vocabulary in complex readings.

PREREQUISITES
ESL 37 Intermediate II : Reading and Vocabulary or appropriate ESL placement test score.

EXPECTED STUDENT OUTCOMES IN THE COURSE

1. Demonstrate the ability to derive meaning from material where the context and/or schema are supportive
2. Demonstrate the ability to comprehend complex narratives and descriptions
3. Demonstrate the ability to understand main ideas from complex readings
4. Demonstrate the ability to predict and infer
5. Identify the organization of the text
6. Determine word relationships regarding synonyms, antonyms, and homonyms
7. Demonstrate the ability to recognize all time/aspect/tense relationships
8. Identify affixes/roots/word building families
9. Demonstrate the ability to skim/scan
10. Demonstrate the ability to summarize
11. Demonstrate the ability to understand a variety of texts written for a general audience
12. 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 (1-9)
- Class presentations (1-12)
- Writing assignments (1, 2, 3, 4, 5, 9-11)

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.
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. Schema
   B. Word relationships
      1. Synonyms
      2. Antonyms
      3. Homonyms
   C. Time/aspect/tense relationship

II. Meaning
   A. Fact vs. opinion
   B. Main ideas vs. details
   C. Reading aids
   D. Summarizing

III. Text organization
   A. Narratives
   B. Other rhetorical styles

IV. Comprehension-related skills
   A. Skim/scan
   B. Predictions and inferences
   C. Morphology / word building