COURSE INFORMATION FORM

DISCIPLINE: English as a Second Language
COURSE TITLE: Advanced II : 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 academic level English. Variety of college level texts focusing on current issues as the basis of critical analysis. Improvement of reading skills, and the ability to contextually identify unfamiliar vocabulary in complex readings.

PREREQUISITES
ESL Advanced 1- Reading or appropriate ESL placement test score.

EXPECTED STUDENT OUTCOMES IN THE COURSE

1. Demonstrate the ability to read and interpret post-secondary level material
2. Distinguish complex relationships related to fact and opinion
3. Demonstrate the ability to identify basic components of literary analysis (theme, mood, character, plot, moral, etc.)
4. Demonstrate the ability to use a variety of research methods for information gathering
5. Demonstrate basic information analysis skills (quoting, paraphrasing, and summarizing)
6. Demonstrate critical thinking skills in distinguishing general vs. specific information and fact vs. opinion
7. Demonstrate the ability to synthesize and interpret information from a variety of sources
8. Demonstrate the ability to make judgments, draw conclusions, and evaluate a variety of viewpoints
9. Demonstrate linguistic ability to recognize and interpret texts related to the range of formality regarding audience, tone, vocabulary, style, content, and organization
10. 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 (1-10)
- Writing assignments (1-9)
- In and out-of-class assignments (1-9)

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
   C. Time/aspect/tense relationship

II. Meaning
   A. Fact vs. opinion
   B. Main ideas vs. details
   C. Summarizing vs. interpretation
      1. Basics of information gathering
      2. Information analysis
      3. General information vs. specific information

III. Text organization
   A. Narratives
   B. Other rhetorical styles
   C. Introduction to literary analysis

IV. Other skills
   A. Language formality
   B. Morphology / word building