COURSE INFORMATION FORM

DISCIPLINE: English as a Second Language
COURSE TITLE: Intermediate 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 passages of various rhetorical styles. Improvement of reading speed; development of vocabulary through prediction and inferences.

PREREQUISITES

ESL 27 Intermediate I : Reading or appropriate ESL placement test score.

EXPECTED STUDENT OUTCOMES IN THE COURSE

1. Distinguish fact from opinion
2. Demonstrate the ability to interpret basic reading aids (charts, graphs, and tables)
3. Demonstrate consistency in the ability to read and understand simple connected texts dealing with thematic units
4. Identify main ideas, supporting facts and details from narratives and expository texts
5. Demonstrate the ability to understand some texts written for a general audience
6. Determine word relationship regarding synonym, antonyms, and homonyms
7. Recognize and interpret time-frames (past, present, and future) and aspects (simple, progressive, and perfect)
8. Identify affixes/roots/word building families
9. Demonstrate the ability to make predictions and simple inferences
10. Demonstrate the ability to skim/scan
11. Demonstrate the ability to read at an increased speed
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 (1-11)
- Class presentations (1, 2, 3, 4, 5, 8, 9, 10, 11, 12)
- Writing assignments (1-11)
- Quizzes (1, 3, 4, 5, 6, 8, 9, 10, 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. Dictionary/glossary
   B. Schema

II. Word relationships
   A. Synonyms
   B. Antonyms
   C. Homonyms

III. Text analysis
   A. Meaning
      1. Fact vs. opinion
      2. Main ideas vs. details
      3. Reading aids
         (a) charts
         (b) graphs
         (c) tables
   B. Grammar
      1. Time-frames
         (a) past
         (b) present
         (c) future
      2. Aspect
         (a) simple
         (b) progressive
         (c) perfect

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