

(or appropriate skill level as indicated by Reading Placement test and/or other measures). Students are strongly advised to enroll concurrently in ESL 826 or higher level writing course, ESL 846 or higher level conversation course, and Read 807, Phonics for Non-Native Speakers. Pass/No Pass grading. (Units do not apply toward AA/AS degree.)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

1. infer the meanings of unknown words which are surrounded by "taught" context clues contained in a low-intermediate level reading passage.
2. identify the subject and the paragraph main ideas of a page-length, low-intermediate level reading passage.
3. make logical inferences from a page-length, low-intermediate level reading passage.

7. Course Objectives (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

In addition to the three major Student Learning Outcomes above, some secondary objectives follow. Upon completion of this course, students will also be able to

VOCABULARY

--memorize commonly used Latin prefixes

--know the meaning of and use main vocabulary words from low-intermediate level reading passages of varied contemporary and academic subjects. (These words would be specified on chapter lists of 30/40 words.)

COMPREHENSION

- anticipate topics to be covered in new reading selections
- use varied reading speeds--surveying, skimming, and scanning
- refer to information in reading selections to support ideas and opinions
- read and comprehend articles on various subject matters

NOTE: Although not a measurable objective, it should be noted that an important purpose of any reading course is to motivate readers and foster an interest in a variety of topics. Choosing textbooks and supplemental materials with a variety of interesting, thought-provoking readings/subjects is essential.

8. Course Content (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

The "foundation" reading skills would be introduced and/or reviewed in a Preliminary Unit; students would subsequently practice and strengthen these skills and learn supplemental skills in six to eight theme-based textbook units.

PRELIMINARY UNIT

- I. Learn and/or review "foundation" reading skills.
 - A. ANTICIPATE the content of a chapter.
 1. Use the reading speed of surveying.
 2. Recognize chapter parts and organization.
 3. Infer chapter topic and contents from titles, subtitles, pictures, etc.
 - B. Recognize signals for and use CONTEXT CLUES such as
 1. Word type clues (nouns, verbs, adjectives, adverbs)
 2. The verb "to be"
 3. Clause markers (that, which, whose, who, whom, where)
 4. Appositives
 5. Punctuation (commas, dashes, quotation marks, parentheses)
 6. Antonyms
 7. "Pointing words" (this, that, these, those) for clues outside the sentence
 - C. Identify and distinguish SUBJECT, MAIN IDEA, and SUPPORTING DETAILS.
 1. Review definitions of "subject," main idea," and "supporting details."
 2. Practice identification of subject/main idea/supporting detail by using a general-to-specific approach.
 3. An upside down triangle is used to help students visualize the following:

SUBJECT: (top of the triangle) Who or what is the passage about? (Answer in a few words, like a title.)

MAIN IDEA: (middle of the triangle) What is being said about this subject? (Answer in a complete sentence.) Stated main ideas are practiced initially, and implied main ideas are discussed as work progresses.

SUPPORTING DETAILS: (bottom of the triangle) How is the main idea proved? (Answer in phrases or complete sentences.)
 - D. Learning to make INFERENCES
 1. Use inductive method to introduce inferences--examples from conversation and printed material. Form a definition and provide practice.
 - A. Connotations of words
 - B. Inferences from sentences
 - C. Inferences from paragraphs and later, longer stories
 - E. Differentiate READING SPEEDS--SURVEYING, SKIMMING, AND SCANNING
 1. Demonstrate each speed and discuss purpose of each speed.
 - A. SURVEYING: A speed to help determine subject and organization
 - B. SKIMMING: A speed to quickly find the main idea
 - C. SCANNING: A speed to find one specific piece of information

The following is a sample format for teaching one of the 6-8 theme-based units which would follow the Preliminary Unit. Some chapter themes might include information technology, water and its importance to earth, different views of education, travel and adventure, the virtual shopping mall, the generation gap, the changing climate, and protection of the environment.

- I. Anticipate the chapter topic.
 - A. Read a related (non-textbook) motivational article (with a possible follow-up activity).
 - B. Survey the chapter.

- II. Introduce the chapter vocabulary.
 - A. Do vocabulary in context exercises.
 - B. Discuss and use 30/40 words on a specified vocabulary list.
 - III. Comprehend 4-8 subject-related passages from the textbook.
 - A. Answer and discuss subject, main ideas, and supporting detail questions.
 - B. Answer and discuss inference questions.
 - IV. Apply chapter vocabulary and knowledge.
 - A. Read and answer questions about 1-2 supplemental, subject-related articles from supplemental texts, magazines, newspapers, etc.
 - V. Be introduced to and use some new supplemental skills. For example:
 - A. Cause/Effect
 - B. Latin prefixes
 - C. Analysis techniques (e.g., as applied to advertisements)
9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.) **If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.**

TEACHING STRATEGIES

(See corresponding numbers in "IN-CLASS ASSIGNMENTS AND ACTIVITIES" below for examples.)

1. Activating student schema on the chapter topic.
2. Using context clues to introduce chapter vocabulary.
3. Demonstrating how to find the subject, main idea, and supporting details of a variety of reading passages ("Triangle Method," Section 8, I., C.-3).
4. Explaining/showing examples of inferences.
5. Introducing supplemental reading skills (Section 8, V., A.-B.-C.)
6. Providing supplemental chapter-related reading passages.

OUT-OF-CLASS ASSIGNMENTS

1. Reading of textbook chapter material.
2. Completion of assigned textbook chapter vocabulary/comprehension exercises.
3. Learning definition and usage of chapter vocabulary.
4. Memorizing prefixes.

HOUR-BY-ARRANGEMENT ASSIGNMENTS

Practicing reading and comprehension skills using assigned materials in the Reading and ESL Center. This course has a one-hour-by-arrangement requirement. Students are required to work with textbook/workbook materials, modules, and/or computer programs focusing on vocabulary and comprehension skills. Students should work on assigned materials one hour each week in the Reading and ESL Center, which is staffed by instructors, instructional associates, and student tutors. Completion of lab hours is a requirement of the course.

IN-CLASS ASSIGNMENT ACTIVITIES

1. Reading and discussion of motivational articles. For example, in a chapter about education, students read a newspaper article about a 96-year-old student--her life, her love of knowledge, and her quest for a college degree.
2. Completing activities to use and learn vocabulary words, e.g., doing fill-in context exercises, writing original context sentence, playing word games--match the word and definition and/or the word and a short context sentence in a walk-around partner situation, or playing word bingo.
3. Participating in "active reading" exercises--partners read short passages aloud to each other and summarize passage content by identifying main idea and details or choosing main idea from four teacher-prepared choices.
4. Using textbook and teacher-prepared paragraphs/passages, make logical inferences.
5. Example of introducing one supplemental skill, e.g., introducing prefixes: show some common words, add prefixes, and ask students what change has occurred in the words. Lead students to a definition of a prefix, present a list, and show further examples.
6. Bring in chapter-related newspaper articles to practice various reading skills.

OTHER ACTIVITIES:

7. Correcting and discussing homework in partner/small group situations.
8. Taking chapter quizzes, a midterm, and a final.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Methods of evaluation may include but are not limited to:

1. Homework assignments to practice subject-related vocabulary, comprehension skills, and supplemental skills.
2. Completion of hour-by-arrangement requirement in the Reading and ESL Center.
3. Hour-long written quizzes to test mastery of chapter vocabulary and comprehension of a new chapter-related story.
4. A midterm examination and a final examination.

A possible method to determine grade measurement of a student's progress toward course objectives is as follows:

Homework: 15%

Quizzes: 35%

Midterm/Final Exams: 50%

NOTE: Weight of the Reading and ESL Center lab hours is left to the discretion of the individual instructor. The hours could be a requirement of passing the course or a percentage in determining whether the student receives a Pass or a No Pass. Students should understand that the lab hours are an essential and meaningful part of the course no matter how the instructor chooses to "weight" them.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

An ideal textbook for this course would be one with a unit to introduce basic reading skills followed by a variety of high-interest theme-based units that include ample vocabulary words