

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 855 **TITLE:** Reading for Multilingual Students I
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 16.0-18.0 TBA hours; and 80.0-90.0 Homework hours
Method of Grading: Pass/No Pass Only
Recommended Preparation:
Appropriate skill level as indicated by Reading Placement tests and other measures Students are strongly advised to enroll concurrently in ESL 825 or higher-level writing course and ESL 845 or higher-level conversation course.
2. **COURSE DESIGNATION:**
Non-Degree Credit
Transfer credit: none
3. **COURSE DESCRIPTIONS:**
Catalog Description:
Strengthen reading ability by improving understanding of written instructions and learning high-beginning vocabulary words and comprehension skills (context clues, subjects, and main ideas).
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 1. Infer the meanings of unknown words which are surrounded by "taught" context clues contained in a high-beginning level reading passage.
 2. Identify the subject of a page-length, high-beginning level reading passage.
 3. Be able to "fill in the blank" in high-beginning level sentences with taught vocabulary words, and/or match taught high-beginning level vocabulary words with definitions.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
VOCABULARY
 1. memorize an introductory list of commonly used Latin/Greek suffixes (approximately 20).
 2. know the meaning of and use main vocabulary words from high-beginning level reading passages of varied high-interest, contemporary subjects. (These words would be specified on chapter lists of 20/25 words.
 3. know several sentence signals (word positions and specific clue words) to identify word forms (nouns, verbs, adjectives, and adverbs).
 4. learn and use at least four topic-related idioms per unit.**COMPREHENSION**
 1. follow written directions by reading assignments on a printed assignment sheet.
 2. anticipate topics to be covered in new reading selections.
 3. refer to information in reading selections to support ideas and opinions.
 4. read and comprehend high-beginning articles on various subject matters.
 5. begin to make basic inferences from high-beginning reading passages.
6. **COURSE CONTENT:**
Lecture Content:
 1. ANTICIPATE the content of a unit. (Unit 1)
 - A. Infer unit topic and contents from titles, subtitles, pictures, etc.
 2. Recognize signals for and use CONTEXT CLUES. (Unit 1)
 - A. Direct definition
 - a. The verb "to be"
 - b. Synonyms
 - B. Punctuation
 - a. Commas
 - b. Dashes
 - c. Parentheses
 - C. Restatement/Examples/Explanation
 - a. Signal words-"in other words"

- b. Signal words--"such as," "for example"
 - c. Pointing words--"this, that, these, those"
 - D. Antonyms
 - a. Signal words--but, yet, however, although, in contrast, on the other hand
 - 3. Learn the definitions of and signals for identifying WORD FORMS--nouns, verbs, adjectives, and adverbs. (Units 1 and 2)
 - A. Nouns (people, places, things, ideas)
 - a. Articles (the, a, an)
 - b. Words of possession (his, her, my, etc.)
 - c. Pointing words (this, that, these, those)
 - d. Number words (many, another, fifty, etc.)
 - e. Prepositions
 - f. Adjectives
 - g. Verbs (Look before and after verbs.)
 - B. Verbs (what people or things do or are)
 - a. "Person and thing" words
 - b. "To"--mark of the infinitive
 - c. Helping verbs (forms of "be," "have," "will," etc.)
 - C. Adjectives (tell about nouns and pronouns--what kind, which one, how many)
 - a. Before nouns
 - b. After linking verbs
 - D. Adverbs (tell about verbs--how, when, where, why; tell about adjectives and adverbs--how)
 - a. Before and after verbs
 - b. Before and after adjectives and other adverbs
 - c. The "-ly" ending
 - E. Suffixes (Unit 2)
 - a. Learn definition: a group of letters added to the end of a word to change its word form.
 - b. Learn a list of approximately twenty common suffixes.
 - F. Prefixes (Unit 3)
 - a. Learn definition: a group of letters added to the beginning of a word to change its meaning.
 - b. Learn a list of approximately twenty common prefixes.
 - G. Identify and distinguish SUBJECT, MAIN IDEA, and SUPPORTING DETAILS (Unit 4).
 - a. Learn definitions of "subject," "main idea," and "supporting details."
 - b. Practice identification of subject/main idea/supporting detail by using a general-to-specific approach.
 - c. An upside down triangle is used to help students visualize the following:
 - i. SUBJECT: (top of the triangle) Who or what is the passage about? (Answer in a few words, like a title.)
 - ii. 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.
 - iii. SUPPORTING DETAILS: (bottom of the triangle) How is the main idea proved? (Answer in phrases or complete sentences.)
 - H. Learn to recognize IMPLICATIONS AND make INFERENCES (Unit 5).
 - a. Learn definitions: Implication--a suggestion, a clue
Inference--a sensible guess
 - b. Practice making simple inferences from short paragraphs and later, longer stories.
- The following is a sample format for teaching one of the 6-8 theme-based units. Some chapter themes might include technology, travel, animals, life's goals and challenges, brain power, companies that care, food, and weather.
1. Anticipate the chapter topic.
 - A. Read a related (non-textbook) motivational article (with a possible follow-up activity).
 - B. Survey the chapter.
 2. Introduce the chapter vocabulary.
 - A. Do a teacher-written vocabulary matching exercise--matching 20/25 words from a specified vocabulary list with definitions.
 - B. Discuss and use 20/25 words on a specified vocabulary list.
 3. Comprehend 3-4 subject-related passages from the textbook.
 - A. Answer and discuss subject, main ideas, and some basic detail questions.

- B. Answer and discuss basic inference questions.
- 4. Be introduced to and use foundation reading skills as indicated in "Foundation Reading Skills" section above.
- 5. Apply chapter vocabulary and knowledge (including newly introduced foundation reading skill).
 - A. Read and answer questions about 1-2 supplemental, subject-related articles from supplemental texts, magazines, newspapers, etc.

TBA Hours Content:

During the TBA hours, students will practice reading skills--vocabulary and comprehension-- using assigned materials in the ESL Center under the supervision of instructors. They will work with supplemental textbook/workbook materials, modules, and/or computer programs focusing on vocabulary and comprehension skills. The number of lab hours completed will affect the course grade of the students.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Individualized Instruction
- E. Other (Specify): 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, Foundation Reading Skills, #6). 4. Explaining/showing examples of inferences. 5. Introducing foundation reading skills (Section 8, Foundation Reading Skills, #1-7) 6. Providing supplemental chapter-related reading passages.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- A. Correcting and discussing homework in partner/small group situations.
- B. Taking chapter quizzes, a midterm, and a final.

Reading Assignments:

- A. Reading and discussion of motivational articles. For example, in a chapter about animals, students read a newspaper article about a black kitten that hid in a car engine and survived a five-hour car trip.
- B. 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.
- C. Participating in comprehension exercises--instructor reads a short passage aloud and student choose subject, main idea, and at least one detail from a teacher-prepared worksheet.
- D. Using textbook and teacher-prepared paragraphs/passages, make logical inferences.
- E. Example of introducing one foundation reading 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.
- F. Bring in chapter-related newspaper articles to practice various reading skills.

Other Outside Assignments:

- A. Reading of textbook chapter material.
- B. Completion of assigned textbook chapter vocabulary/comprehension exercises.
- C. Learning definition and usage of chapter vocabulary.
- D. Memorizing prefixes and suffixes.
- E. Memorizing word form definitions and signals.
- F. Practicing reading and comprehension skills using assigned materials in the ESL Center. (See explanation in next section.)

To be Arranged Assignments:

During the TBA hours, students will practice reading skills--vocabulary and comprehension-- using assigned materials in the ESL Center under the supervision of instructors. They will work with supplemental textbook/workbook materials, modules, and/or computer programs focusing on vocabulary and comprehension skills. The number of lab hours completed will affect the course grade of the students.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work

- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Papers
- G. Projects
- H. Quizzes
- I. Written examination
- J. 1. Homework assignments to practice subject-related vocabulary, comprehension skills, and foundation reading 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 by arrangement hours are an essential and meaningful part of the course no matter how the instructor chooses to "weight" them.

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Bottcher, Elizabeth, et. al.. *Longman Academic Reading Series 1: Reading Skills for College*, 1st ed. Longman, 2016
- B. McEntire, Jo. *Reading and Vocabulary Focus 1*, 1st ed. National Geographic / Cengage Learning, 2014
- C. Butler, Linda. *Password 1*, 3rd ed. Pearson, 2017
- D. Blanchard, Karen and Christine Root. *For Your Information 1: Reading and Vocabulary Skills*, 2nd ed. Pearson, 2006

Other:

- A. REPRESENTATIVE LAB MATERIALS
 - 1. What a Life! Stories of Amazing People (Beginning) by Milada Brouka, Addison Wesley Longman, 2001.
 - 2. Vocabulary Basics (3rd Edition) by Beth Johnson, Carole Mohr, and Janet M. Goldstein, Townsend Press, Inc., 2004

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