

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** ESL 856 **TITLE:** Reading for Multilingual Students II

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. Students are strongly advised to enroll concurrently in ESL 826 or higher-level writing course and ESL 846 or higher-level conversation course.

2. **COURSE DESIGNATION:**

Non-Degree Credit

Transfer credit: none

3. **COURSE DESCRIPTIONS:**

Catalog Description:

Designed to emphasize low-intermediate vocabulary and comprehension skills (context clues, subject, main ideas, supporting details, and inferences) and build general background knowledge. It is recommended that students enroll concurrently in ESL 826 or higher-level writing course and ESL 846 or higher-level conversation course.

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 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.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

VOCABULARY

1. memorize commonly used Latin prefixes
2. 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

1. anticipate topics to be covered in new reading selections
2. use varied reading speeds--surveying, skimming, and scanning
3. refer to information in reading selections to support ideas and opinions
4. read and comprehend articles on various subject matters
5. NOTE: Although not a measurable objective, it should be noted that an important purpose of any reading course is to motivate readers and foster interest in a variety of topics. Choosing textbooks and supplemental materials with a variety of interesting, thought-provoking readings/subjects is essential.

6. **COURSE CONTENT:**

Lecture Content:

1. 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.

A. PRELIMINARY UNIT

- a. Learn and / or review "foundation" reading skills.
 - i. ANTICIPATE the content of a chapter.
 - a. Use the reading speed of surveying.
 - b. Recognize chapter parts and organization.
 - c. Infer chapter topic and contents from titles, subtitles, pictures, etc.
 - b. Recognize signals for and use CONTEXT CLUES such as
 - i. Word type clues (nouns, verbs, adjectives, adverbs)
 - ii. The verb "to be"

- iii. Clause markers (that, which, whose, who, whom, where)
 - iv. Appositives
 - v. Punctuation (commas, dashes, quotation marks, parentheses)
 - vi. Antonyms
 - vii. "Pointing words" (this, that, these, those) for clues outside the sentence
 - c. Identify and distinguish SUBJECT, MAIN IDEA, and SUPPORTING DETAILS.
 - i. Review definitions of "subject," main idea," and "supporting details."
 - ii. Practice identification of subject/main idea/supporting detail by using a general-to specific approach.
 - iii. An upside down triangle is used to help students visualize the following:
 - a. SUBJECT: (top of the triangle) Who or what is the passage about? (Answer in a few words, like a title.)
 - b. 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.
 - c. SUPPORTING DETAILS: (bottom of the triangle) How is the main idea proved? (Answer in phrases or complete sentences.)
 - d. Learning to make INFERENCES
 - i. 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
 - i. 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
2. 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.
- A. Anticipate the chapter topic.
 - a. Read a related (non-textbook) motivational article (with a possible follow-up activity).
 - b. Survey the chapter.
 - B. Introduce the chapter vocabulary.
 - a. Do vocabulary in context exercises.
 - b. Discuss and use 30/40 words on a specified vocabulary list.
 - C. 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.
 - D. Apply chapter vocabulary and knowledge.
 - a. Read and answer questions about 1-2 supplemental, subject-related articles from supplemental texts, magazines, newspapers, etc.
 - E. 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)

TBA Hours Content:

During the TBA hours, students will practice reading skills--vocabulary and comprehension-- using assigned materials in the Reading and ESL Center. They will work with supplemental textbook/workbook materials, modules, and/or computer programs focusing on vocabulary and comprehension skills. Students will work on assigned materials in the Reading and ESL Center, under the direct supervision of instructors. 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. Other (Specify): TEACHING STRATEGIES 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 using the "Triangle Method." 4. Explaining/showing examples of inferences. 5. Introducing supplemental reading skills such as word form clues, prefixes, cause/effect, and pronoun importance. 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. Doing in-class skill exercises.
- B. Taking chapter quizzes, a midterm, and a final.

Reading Assignments:

- A. 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.
- 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 "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.
- D. Using textbook and teacher-prepared paragraphs/passages, make logical inferences.
- E. 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.
- 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.

To be Arranged Assignments:

This course has a TBA requirement. Students are required to work with supplemental textbook/workbook materials, modules, and/or computer programs focusing on vocabulary and comprehension skills. Students will work on these assigned materials in the Reading and ESL Center under the direct supervision of instructors. The number of hours completed will affect the course grade of the student.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. 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 TBA hours is left to the discretion of the individual instructor. The hours could be a requirement of the course, a factor that may lower a grade, or a percentage of the grade. Students should understand that TBA hours are an essential and meaningful part of the course no matter how the instructor chooses to "weigh" them.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Zukowski-Faust, J./Johnston, Susan S./Templin, E. E.. *In Context--Developing Academic Reading Skills*, 3rd ed. Boston MA USA: Thomson/Heinle, 2002
- B. Brouka, M. . *What a Life! Stories of Amazing People - High Beginning*, 1st ed. White Plains, NY: Addison Wesley, Longman, Inc., Pearson Education Company, 2001
- C. B. Johnson/ J. M. Goldstein. *Groundwork for a Better Vocabulary*, 4th ed. West Berlin, New Jersey: Townsend Press, Inc., 2011
- D. Pakenham, K. J./McEntire, J./Williams, J.. *Making Connections--Skills and Strategies for Academic Reading 2*, 3rd ed. New York, NY: Cambridge, 2013
- E. Mazur-Jefferies, C.. *Reading and Vocabulary Focus 3*, 1st ed. Boston MA USA: National Geographic Learning/Cengage Learning, 2014

F. Miller, J. L./Cohen, R. F.. *Longman Academic Reading Series Reading Skills For College 3*, 1st ed. White Plains, NY: Pearson Education, Inc., 2014

G. Milliken Publishing Company. *Comprehension Connection (a computer program)*, 1st ed. New York, NY: Milliken Publishing Company/Knowledgeworks Co., 2000

Other:

- A. 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 presented in context and a least 5 subject-related reading passages of 1-4 pages in length. Chapter topics should be contemporary with an academic focus, e.g., 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. The text should emphasize the essential reading skills discussed in this outline and be appropriate for low-intermediate ESL reading students. Each unit should include several exercises dealing with vocabulary, subject/main idea/detail, inferences, supplemental skills (as discussed above), and discussion topics for oral and written work.

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