

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** ESL 857 **TITLE:** Reading for Multilingual Students III
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: Grade Option (Letter Grade or Pass/No Pass)
Recommended Preparation:
ESL 856, or appropriate skill level as indicated by Reading Placement tests. Students are strongly advised to enroll concurrently in ESL 827 or higher-level writing course and ESL 847 or higher-level conversation course.
2. **COURSE DESIGNATION:**
Non-Degree Credit
Transfer credit: none
3. **COURSE DESCRIPTIONS:**
Catalog Description:
Emphasizes high-intermediate vocabulary and comprehension skills (context clues, main idea/supporting details, critical reading) and introduces multilingual students to the study of fiction. It is recommended that students enroll concurrently in ESL 827 or higher writing course and ESL 847 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 high-intermediate level reading passage.
 2. Identify the main idea and a supporting detail of a page-length high-intermediate level reading passage.
 3. Distinguish fact, inference, and opinion in a page-length high-intermediate reading passage.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
VOCABULARY
 1. memorize commonly-used Latin, Greek, and Old English prefixes and suffixes.
 2. know the meanings of and use main vocabulary words from high-intermediate reading passages of varied academic subjects. (These words would be specified on chapter lists of 50/60 words.)**COMPREHENSION**
 1. anticipate topics to be covered in new reading selections
 2. recognize basic paragraph organization
 3. refer to information in reading selections to support ideas and opinions
 4. read and comprehend articles on various subject matters, including some literature (e.g., a short story and/or a short drama)**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.**
6. **COURSE CONTENT:**
Lecture Content:
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
 1. Learn and/or review "foundation" reading skills.
 - A. **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
 - a. Direct definition

- b. Antonyms
 - c. Examples/Situations
 - d. Personal experience.
- C. Identify and distinguish SUBJECT, MAIN IDEA, and SUPPORTING DETAILS.
- a. Review definitions of "subject," "main idea," and "supporting details."
 - b. Practice identification of subject/main idea/supporting detail by using a general-to specific approach. An upside down triangle is used to help students visualize the following:
 - c. SUBJECT: (top of the triangle) Who or what is the passage about? (Answer in a few words, like a title.)
 - d. MAIN IDEA: (middle of the triangle) What is being said about this subject? (Answer in a complete sentence.) Stated and Implied main ideas are practiced.
 - e. SUPPORTING DETAILS: (bottom of the triangle) How is the main idea proved? (Answer in phrases or complete sentences.)
- D. Differentiate FACTS, INFERENCES, OPINIONS.
- a. Review definitions and distinguishing characteristics of facts, inferences, and opinions and provide examples and practice.
 - i. FACT: A statement that can be proved.
 - ii. INFERENCE: A logical, educated guess
 - iii. OPINION: A personal view (which is not a fact and lacks the needed clues to make an inference).

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 the environment, the business world, biotechnology, earthquakes, archaeology, the brain, the movie industry, etc.

1. Anticipate the chapter topic.
 - A. Read a related (non-textbook) motivational article.
 - B. Survey the chapter.
2. Introduce chapter vocabulary.
 - A. Do vocabulary in context exercises.
 - B. Discuss and use 50/60 words on a specified vocabulary list.
3. Comprehend 4-8 subject-related passages from the textbook.
 - A. Answer and discuss subject, main ideas, and supporting detail questions.
 - B. Answer and discuss fact, inference, and opinion questions.
4. Apply chapter vocabulary and knowledge.
 - A. Read and answer questions about 1-2 supplemental, subject-related articles from magazines, newspapers, etc.
5. Be introduced to and use a new supplemental skill (approximately one per chapter). for example:
 - A. Word form clues (distinguishing nouns, verbs, adjectives, and adverbs)
 - B. Suffixes
 - C. Cause/Effect
 - D. Basic paragraph organization (narrative, process, example, reasons, description, definition, comparison/contrast)
 - E. Latin/Greek/Old English prefixes
 - F. Literary elements for reading fiction (plot, character, setting, conflict, climax, point of view, theme).

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 student.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. 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 using the "Triangle Method." 4. Explaining/showing examples of fact, inference, and opinion (critical reading). 5. Introducing supplemental reading skills (such as word form clues, suffixes, cause/effect, paragraph organization, prefixes, literary elements). 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:

1. Doing in-class skill exercises.
2. Taking chapter quizzes, midterm, and final.

Reading Assignments:

1. Reading and discussion of motivational articles. For example, in a chapter about archaeology, students would read a newspaper article about the discovery of Incan mummies in Argentina.
2. Completing activities to use and learn vocabulary words, e.g., doing fill-in context exercises, writing original context sentences, playing word games--match the word and definition and/or the word and a short context sentence in a walk-around partner situation, word bingo, etc.
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 a main idea from four choices (teacher prepared).
4. Using textbook and teacher-prepared sentences, distinguish and discuss fact, inference, and opinion in pairs and as a class.
5. Example of introducing one supplemental skill, e.g., introducing the short story: using "the "shortest short story ever written" (a three-sentence story) ask questions that illustrate character, plot, climax, setting, theme, etc.
6. 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, suffixes, and paragraph types
- E. Researching chapter topics online.

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 lab hours completed will affect the course grade of the student.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. 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 TBA hour 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 the 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.. *Steps to Academic Reading--Between the Lines 5*, 3rd ed. Thomson/Heinle, 2002
- B. Milada Brouka,. *What a Life! Stories of Amazing People Intermediate*, ed. Addison Wesley Longman,, 2001
- C. Bromberg, M./Liebb, J./and Traiger, A.. *504 Absolutely Essential Words*, 5th ed. Hauppauge, New York : Barron's Educational Series, Inc., 2005
- D. Pakenham, K. J./McEntire, J./Williams, J.. *Making Connections--Skills and Strategies for Academic Reading 3*, 3rd ed. New York, NY: Cambridge, 2013
- E. Mazur-Jefferies, C.. *Reading and Vocabulary Focus 4*, 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 4*, 1st ed. White Plains, NY: Pearson Education, Inc., 2014
- G. -Milliken. *Comprehension Connection (a computer program)*, 1st ed. New York, NY: Milliken Publishing Company/The Knowledgeworks Company, 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 at least 5 subject-related reading passages of 1-4 pages in length. Chapter topics should be academic in nature, e.g., ecology, business, biotechnology, plate tectonics, archaeology, etc. The text should emphasize the essential reading skills discussed in this outline and be appropriate for high-intermediate ESL reading students. Each unit should include several exercises dealing with vocabulary, main idea/detail, critical reading, supplemental skills (as discussed above), and discussion topics for oral and written work. Ideally, the textbook would also include a unit introducing fiction, but many ESL readers do not include such a unit. In this case, the instructor would need to provide supplemental material for the introduction of fiction.

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Course Originator: Elinor Westfold