

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 858 **TITLE:** Reading for Multilingual Students IV

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours

Method of Grading: Grade Option (Letter Grade or Pass/No Pass)

Recommended Preparation:

ESL 857 or placement into ESL 858. ESL 827, or higher level writing course and ESL 847 or higher level Listening and Speaking course. Students are strongly advised to enroll concurrently in ESL 828 or higher level writing course ESL 848

2. **COURSE DESIGNATION:**

Non-Degree Credit

Transfer credit: none

3. **COURSE DESCRIPTIONS:**

Catalog Description:

Designed to strengthen vocabulary and comprehension skills, develop critical thinking skills, and increase world/cultural knowledge through the reading of high-intermediate works of fiction and/or non-fiction.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Understand and use high-intermediate vocabulary words and idiomatic expressions. (These words/idiomatic expressions will be from the assigned readings and be learned in context.)
2. Identify and analyze basic literary elements, e.g., characterization, setting, conflict, point of view, theme—in works of high-intermediate readings.
3. Make sophisticated inferences and judgments about high-intermediate fiction and nonfiction reading materials.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

1. Read one or two high-intermediate book-length works of fiction and/or nonfiction (preferably a memoir or a biography).
2. Recognize the importance of schema and actively explore it and apply it.
3. Display increased world and/or American cultural knowledge (from assigned readings) and connect this knowledge to themes of assigned readings.

Note: Although not a measurable objective, it is hoped that students' enjoyment and appreciation of fiction and nonfiction works would be enhanced, and that they would be encouraged to read more.

6. **COURSE CONTENT:**

Lecture Content:

SHORT STORY UNIT

I. Introduce basic literary elements (lecture, examples).

A. Character

1. flat and round
2. protagonist and antagonist

B. Setting

C. Conflict

1. Character vs. character
2. Character vs. himself or herself
3. Character vs. society
4. Character vs. nature
5. Character vs. the supernatural

D. Point of view

1. First person narrator
2. Third person narrator

F. Theme

II. Read textbook information about literary element.

III. Learn new vocabulary/idiomatic expressions from an assigned short story.

- A. Discuss meanings of words and idiomatic expressions on a specified list.
- B. Do vocabulary in context exercises.
- IV. Read and work with assigned short stories that highlight taught literary elements (character, setting, conflict, point of view, and theme).
 - A. Answer textbook or instructor-prepared questions about literary elements.
 - B. Discuss the elements as a class and/or in pairs.
- IV. Apply short story skills and vocabulary
 - A. Read a new short story and answer questions about studied literary elements. (Students might describe the setting, choose one element of that setting, and explain its significance.)
 - B. Write original sentences using learned vocabulary/idiomatic expressions.

NONFICTION/FICTION UNITS

(Note: A similar procedure would be followed for nonfiction as well as fiction readings.)

- I. Introduce a work of nonfiction/fiction
 - A. Provide background information on author.
 - B. Read supplemental articles and/or view videos to provide appropriate schema for assigned readings.
- II. Introduce new vocabulary/idiomatic expressions for each assigned section of the book.
 - A. Discuss instructor-prepared lists of vocabulary.
 - B. Do context exercises.
 - C. Write original sentences which would be listed on board and analyzed.
- III. Read and “reflect on” a nonfiction and/or fiction book.
 - A. Complete approximately 60 pages a week.
 - B. Do daily instructor-prepared worksheets as well as reflection sheets/journal entries.
 - C. Participate in partner or small group discussions based on worksheets and reflection/journal entries; students might generate questions about the reading or use a Literature Circle in which each student is assigned an aspect of the reading (e.g., character, theme, setting, etc.) to present to the group.
 - D. Listen to and analyze the content and language of songs that might be subject related to the reading.
 - E. Take a weekly quiz on assigned readings—literal and inferential comprehension, vocabulary/idiomatic expressions, literary elements (for fiction)
 - F. Do a research and/or original project or presentation related to book topics or themes.
 - G. Take a final exam on the book to include not only literary element questions but also a “creative” question—e.g., students would write “the next page” of the book just completed.

Lab Content:

N/A

TBA Hours Content:

N/A

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Other (Specify): 1. Activating student schema on story or book topics through lecture, supplemental readings, videos, etc. 2. Using context clues to introduce new vocabulary. 3. Providing instruction and practice for making accurate inferences. 4. Explain idiomatic expressions—origins (if known), meaning, and usage. 5. Demonstrating how to analyze character, setting, conflict, point of view, and theme using a variety of examples, exercises, and readings.

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

1. Textbook comprehension/ vocabulary exercises.
2. Novel worksheets (for each group of assigned pages), which would include vocabulary/idiomatic expression definitions and sentences, detail questions, and in-depth inference questions.
3. Reflection sheets/journal entries (for each group of assigned pages) which would include writing a summary, identifying

interesting or surprising elements, and developing questions about confusing aspects.

4. Individual and/or group research and/or original presentations or projects.

Reading Assignments:

1. Literary element information.
2. Assigned short stories
3. Supplemental materials, e.g., background information about authors and subject of stories and novels.
4. Course fiction/nonfiction books.

Other Outside Assignments:

1. Possible on-line research for book-related projects or presentations.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. 1. Homework assignments—textbook vocabulary and comprehension exercises, worksheets, and reflection sheets/journal entries. 2. Quizzes to test mastery of vocabulary and comprehension of assigned readings. 3. Examination after each class segment and/or book and/or a final examination. 4. Research and/or original project or presentation. A possible way to weigh methods of evaluation and determine a student's grade is as follows: Homework: 10% Quizzes: 25% Projects/Presentations: 30% Exams: 35%

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Kay, J., Gelshenen, R.. *Discovering Fiction 2, A Reader of American Short Stories*, Second ed. Cambridge University Press, 2013

Other:

- A. *This Boy's Life*, A Memoir
Wolff, T.
Grove Press, 1989

In Cold Blood
Capote, T.
Vintage International, 1994 (Originally published 1965)

The Hunger Games
Collins, S.
Scholastic Press, 2008

The Namesake
Lahiri, J.
Mariner Books, 2003

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