**SECTION I**

SUBJECT AREA AND COURSE NUMBER

ESLA 457

COURSE TITLE

ESL INT/ADV READING

TYPE COURSE

NON-FEE                                              ESL

CATALOG COURSE DESCRIPTION

This course develops students' reading skills at intermediate and advanced ESL levels with an emphasis on vocabulary development, reading strategies, fluency, and comprehension to equip students to enter and succeed in higher-level academic courses, job training, and the workplace.  Extensive reading practice is provided to advance students' readiness for standardized reading tests and other assessments. Critical thinking skills, soft skills, digital literacy, and diversity awareness are integrated throughout the course. (FT)

LECTURE /LABORATORY HOURS

　　　180

ADVISORIES

Completion of ESL Beginning Reading or equivalent; and
Completion of ESL Int Low 4 or equivalent

RECOMMENDED SKILL LEVEL

1. Intermediate level or higher ESL conversational skills
2. Computer skills to navigate websites for reading development
3. Score of 200 or higher on a CASAS reading test or equivalent

## INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
   SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
   SDCE students demonstrate effective communication skills.
3. Critical Thinking
   SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
   SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

## COURSE GOALS

Develop and refine:

1. Reading skills with emphasis on reading fluency, accuracy, speed, comprehension and analysis
2. Readiness to take standardized reading tests to enter and succeed in job training or higher educational courses
3. Language skills, critical thinking skills, digital literacy, and cultural awareness to succeed in workplace, community, and academic settings
4. Domain specific and academic vocabulary
5. Grammar knowledge to increase reading fluency and comprehension
6. Background knowledge on a variety of topics
7. Ability to interpret information presented in a variety of visual formats

## COURSE OBJECTIVES

1. Demonstrate increase in reading fluency, accuracy, and comprehension based on standardized reading tests.
2. Demonstrate increase in reading speed based on standardized timed readings.
3. Use appropriate strategies to complete pre-reading, reading and post-reading activities
4. Demonstrate successful scores in practice tests for standardized reading tests.
5. Demonstrate understanding of and utilize strategies to increase vocabulary and reading skills.
6. Determine the meaning of words, including academic and domain-specific words in a text.
7. Analyze the structure of different types of texts to determine how sentences and paragraphs contribute to the development of and relationship between ideas.

COURSE OBJECTIVES (CONTINUED)

8.  Demonstrate critical thinking skills in interacting with text and communicating with others.
9.  Demonstrate an increase in general knowledge based on reading.
10. Determine central ideas or themes of a text and analyze their development.
11. Interpret content in a variety of charts, graphs and visual formats.
12. Cite textual evidence to support conclusions.
13. Interpret, compare/contrast and evaluate information from multiple texts.
14. Apply knowledge of grammatical structures to reading comprehension.
15. Demonstrate workplace and academic readiness, including digital literacy and soft skills, and awareness and appreciation of diversity.

**SECTION II**

COURSE CONTENT AND SCOPE

1.  Pre-Reading Skills
    1.1. Activating schema
        1.1.1. Interpreting graphics
        1.1.2. Interpreting titles and headings
    1.2. Previewing
    1.3. Predicting
    1.4. Skimming
    1.5. Scanning
2.  Reading Skills
    2.1. Using context clues
    2.2. Checking comprehension
    2.3. Understanding paragraph structure
    2.4. Identifying topics and topic sentences
    2.5. Drawing conclusions based on text
    2.6. Making text-based inferences
3.  Post-Reading Skills
    3.1. Identifying main ideas and details
    3.2. Paraphrasing
    3.3. Summarizing
        3.3.1. Annotating a text
        3.3.2. Making an outline of key and supporting points
        3.3.3. Writing a summary
    3.4. Determining a central theme or idea
    3.5. Identifying supporting details in relation to central theme

## COURSE CONTENT AND SCOPE (CONTINUED)

3.6. Identifying the main purpose of text

3.7. Determining the author's point of view

3.8. Citing text-based evidence to support arguments and conclusions

4. Interpreting and Analyzing Information in a Variety of Formats and Media

    4.1. Charts

    4.2. Graphs

    4.3. Maps

    4.4. Photographs

    4.5. Closed-captioned videos

5. Strategies to Increase Reading Fluency and Accuracy

    5.1. Consistent reading habits

    5.2. Reading in chunks

    5.3. Skipping over unknown words

    5.4. Reading sprints

    5.5. Increasing reading rates

    5.6. Building reading stamina

    5.7. Identifying word stress

6. Vocabulary Building and Word Analysis

    6.1. Academic and domain-specific words

    6.2. Parts of speech

    6.3. Word forms and collocations

    6.4. Idioms and phrasal verbs

    6.5. Figurative speech

    6.6. Transitional words

    6.7. Context clues

7. Applying Grammar Knowledge

    7.1. Interpreting parts of speech and syntax

    7.2. Verb tenses

    7.3. Present and past modals

8. Reading Comprehension Strategies and Skills

    8.1. Making connections between ideas and relationships in text

    8.2. Connecting to other texts

    8.3. Connecting to one's own life

    8.4. Connecting to the world

    8.5. Self-monitoring

        8.5.1. Annotating

    8.6. Charting paragraphs

    8.7. Understanding grammatical structures

COURSE CONTENT AND SCOPE (CONTINUED)

      8.7.1. Relationships of *WH*-questions (who, what, where, when, why, how) to syntax
      8.7.2. Word order and comprehension
   8.8. Graphic organizers
   8.9. Annotating
   8.10. Text organization
9. Test-Taking Strategies
   9.1. Reading questions before passages
   9.2. Looking for key words
      9.2.1. Topic chain
   9.3. Skimming for gist/main ideas
   9.4. Applying knowledge of writing structure to identify key information
   9.5. Eliminating wrong answers
   9.6. Avoiding test penalties
   9.7. Interpreting text dependent and non-text dependent questions
10. Workplace and Academic Readiness
   10.1. Workplace practices and customs
   10.2. Customs and traditions in different cultures
   10.3. Customs and traditions in U.S. culture
   10.4. Working in a diverse environment
   10.5. California higher education systems
   10.6. Using critical thinking skills to interact with texts and others
   10.7. Navigating websites to conduct research

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Non-fiction articles from websites and print media
2. Supplemental texts
3. Fictional texts
4. Extended readings
5. Employment-related websites, manuals, résumés and brochures

WRITING ASSIGNMENTS

Appropriate writing assignments may include, but are not limited to:

1. Writing answers to comprehension questions on assigned readings
2. Annotating texts while reading

## WRITING ASSIGNMENTS (CONTINUED)

3. Writing summaries
4. Making entries in reading response journals

## OUTSIDE ASSIGNMENTS

Appropriate outside assignments may include, but are not limited to:

1. Extended readings
2. Reading response journals
3. Assigned articles and texts
4. Assigned online research

## APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include, but are not limited to:

1. Comparing/contrasting and evaluating multiple texts on the same topic
2. Classification and categorization of content
3. Analyzing information in texts

## EVALUATION

Evaluation consists of monitoring students' progress on a continuing basis and assessing students on the attainment of the objectives listed in this course outline. Evaluation procedures may include but are not limited to:

1. Attendance and class participation, including working cooperatively in a diverse environment
2. Timed readings with comprehension checks
3. Reading speed checks
4. Pre-tests and post-tests to measure gains in reading skills

Upon successful completion of each course in the program, a Certificate of Course Completion will be issued. Upon successful completion of all the courses included in the program, a Certificate of Program Completion will be issued.

## METHOD OF INSTRUCTION

Methods of instruction may include but are not limited to:

1. Instructor presentations/lectures and lab
2. Reading practice: oral and silent

## METHOD OF INSTRUCTION (CONTINUED)

3. Reading comprehension activities
4. Extended readings
5. Timed reading practice and timed reading tests
6. Cooperative learning activities that encourage students to interact cooperatively in diverse environment
7. Field trips

Technology is integrated into instruction via Internet research and resources, class websites, social media and digital devices. This course, or sections of this course, may be offered through distance learning.

## TEXTS AND SUPPLIES

Class texts may include but are not limited to:

*Advanced Reading Power,* B. Mikulecky, L. Jeffries, Pearson ELT, current edition
*Active Skills for Reading 2-4*, N. Anderson, Cengage, current edition
*Reading Adventures 2 & 3*, C. Lieske, S. Menking, Cengage, current edition
*Reading and Vocabulary Focus 4,* C. Mazure-Jefferies, L.J. Zwier, National Geographic, current edition
*Reading Explorer 4 3-5,* Paul McIntire, Cengage, current edition
*Pathways*, L. Blass, M. Vargo, K.S. Folse, Cengage, current edition
*21<sup>st</sup> Century Reading 1-4*, I. Wisniewska, L. Blass, M. Vargo, Cengage, current edition

Supplemental texts, supplies and other resources may include but are not limited to:

Instructor-created materials
Web-based articles, newspaper articles
Workplace brochures and manuals
English sounds chart

PREPARED BY: __Maria Allan, Jan Forstrom, Janet Foster__   DATE: _____

REVISED BY: _____   DATE: _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog