

## CAMPUS COURSE SYLLABUS

<b>Campus:</b>	Terry
<b>Department:</b>	English/Reading/ESL/Spanish
<b>Course Number and Title:</b>	ESL 032- Intermediate ESL Reading
<b>Instructor Name:</b> _____	<b>Telephone:</b> _____ <b>E-mail:</b> _____
<b>Prerequisites:</b>	ESL 022 or placement
<b>Course Hour and Credits:</b>	4 credits 4 hour class
<b>Course Description:</b>	Students will read articles of high beginner-intermediate level difficulty. Emphasis will be placed on vocabulary expansion and basic comprehension. Students will also become acquainted with the college library
<b>Texts (required)</b>	Interactions Two, Reading 4 <sup>th</sup> ed., Kirn and Hartman, McGraw Hill, 2002.
<b>Materials (required)</b>	An English-English dictionary. See instructor for acceptable editions
<b>Method of Instruction:</b>	Classroom

## COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES

1. Using a dictionary, demonstrate understanding of high beginner/intermediate level ESL reading by giving information in answer to general and specific comprehension questions. (PGC 1,3,4; CCC1,2)
2. Without the use of a dictionary, use context to derive meaning and answer comprehension questions about previously unseen readings. (PGC 1,3,4; CCC2)
3. Identify the main idea of paragraphs in readings and newspaper articles. (PGC 4; CCC2)

4. Show acquisition of new vocabulary words from readings by using them correctly to write or complete sentences. (PGC 1,3; CCC 1)
5. Use library and online resources to locate and record information in answer to specific questions. (PGC 1,3; CCC 5)

## **MEASURABLE PERFORMANCE OBJECTIVES**

1. Using a dictionary, demonstrate understanding of high beginner/intermediate level ESL reading by giving information in answer to general and specific comprehension questions.
  - 1.1 Identify characters, setting, time, and circumstance.
  - 1.2 Evaluate descriptive language.
  - 1.3 Show sequence of events.
  - 1.4 Write short summaries of readings.
2. Without the use of a dictionary, use context to derive meaning and answer comprehension questions about previously unseen readings.
  - 2.1 Use personal vocabulary bank to build meaning.
  - 2.2 Demonstrate understanding of American idioms.
  - 2.3 Analyze role of connectors and transition words to affect meaning.
  - 2.4 Show understanding of plot and theme.
3. Identify the main idea of paragraphs in readings and newspaper articles.
  - 3.1 Outline the topic, controlling idea, and related examples in readings.
  - 3.2 Distinguish between stated and unstated main ideas.
  - 3.3 Use inferential reasoning to draw conclusions when facts are implied, not stated.
4. Show acquisition of new vocabulary words from readings by using them correctly to write or complete sentences.
  - 4.1 Complete multiple choice, matching, and fill-in-the blank tests of new vocabulary.
  - 4.2 Write sentences using target vocabulary.
  - 4.3 Show understanding of correct contextual meanings of new vocabulary words with multiple meanings.
  - 4.4 Use correct form of word in appropriate situations.
5. Use library and on-line resources to locate and record information in answer to specific questions.
  - 5.1 Find information about authors from reference books in the library.
  - 5.2 Complete a simple on-line search for supplemental information about an in-class reading.

## **EVALUATION CRITERIA:**

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level to successfully complete the course.

Students will take four comprehension tests, four vocabulary tests, and a library unit.

Comprehension Test 1 (MPO 1)	15%
Comprehension Test 2 (MPO 2)	15%
Comprehension Test 3 (MPO 3)	15%
Comprehension Test 4 (MPO 1-3)	25%
Vocabulary Tests (MPO 4)	20%
Library/On-line (MPO 5)	10%

## **COLLEGE GRADING SCALE**

92 – 100 A

83 – 91 B

75 – 82 C

Below 75: R

Students may receive an “S” grade for this class if they are making satisfactory progress but have not completed all the objectives. Students receiving an “S” grade must retake and complete the course to receive credit.

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Responsibilities and Student Rights, and other policies relevant to their academic progress.