

Revised (12-06)

## CAMPUS COURSE SYLLABUS

<b>Campus:</b>	Owens	
<b>Department:</b>	Language	
<b>Course Number and Title:</b>	ESL 042, Advanced ESL Reading	
<b>Instructor Name:</b> _____	<b>Telephone:</b> _____	<b>E-mail:</b> _____
<b>Pre-requisites:</b>	ESL 032 or placement	
<b>Course Hour and Credits:</b>	4 Credits 4 Hours/week	
<b>Course Description:</b>	Using ESL reading of high intermediate through advanced level, students will identify the main idea and supporting details of paragraphs. Vocabulary expansion is highlighted. Periodicals are also used so students can read and discuss current events.	
<b>Text (required)</b>	<u><i>Passwords 3</i></u> , Lynn Bonesteel, Pearson-Longman, 2005. <u><i>Verb Lists for Credit ESL Classes</i></u> , DTCC, 2002 <b>I</b>	
<b>Materials (required)</b>	An English-English dictionary. See instructor for acceptable editions.	
<b>Method of Instruction:</b>	Campus Classroom	

## **COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES**

### **At the completion of this course, the student will:**

1. State the main idea of individual paragraphs and entire ESL reading selections of high intermediate to advanced level. (PGC 4; CCC2)
2. Extract the important supporting details from readings. (PGC 3,4; CCC2)
3. Use target vocabulary from the readings in sentences (fill –in the blank and multiple choice exercises.) (PGC 3; CCC1,2)
4. Use context, roots, prefixes, and suffixes as clues to the meaning of new words. (PGC 3; CCC1,2)
5. Be able to answer questions on North American’s lifestyles, attitudes, customs, and traditions. (PGC 3; CCC1)
6. Deliver a presentation on a topic specified by instructor. (PGC 3,4,5; CCC1,2)

## **MEASURABLE PERFORMANCE OBJECTIVES**

1. State the main idea of individual paragraphs and entire ESL reading selections of high-intermediate to advanced level.
  - 1.1 Identify topics and controlling ideas.
  - 1.2 Paraphrase main issues and/or summarize plot.
  - 1.3 Explain relationships between characters and circumstances.
  - 1.4 Describe chronology of events.
  - 1.5 Recognize rhetorical patterns of process, compare/contrast, opinion, narration, and definition.
2. Extract the important details from readings
  - 2.1 Use organizational features of an article or textbook to obtain information.
  - 2.2 Outline main ideas and supporting details for single paragraphs and longer essays and articles.
  - 2.3 Evaluate ways the main idea is supported: definitions, examples, and personal experience.
  - 2.4 Write short summaries of readings.
3. Use target vocabulary from the readings
  - 3.1 Complete multiple choice, matching, and fill-in-the-blank tests of new vocabulary.
    - 3.2 Write sentences using target vocabulary
  - 3.2 Find correct contextual meaning of new words with multiple definitions.
    - 3.4 Demonstrate understanding of American idioms and phrasal verbs.
4. Use context, roots, prefixes, and suffixes as clues to the meaning of new words.
  - 4.1 Use the inflectional/suffix endings, which match the function of the word in a sentence: adjective, adverb, noun, and verb.
  - 4.2 Compare meanings of words with similar roots

5. Be able to answer questions on North American lifestyles, attitudes, customs, and traditions.
  - 5.1 Analyze the behaviors and events in the stories and current event articles to make inferences about culture and community in relation to readings.
  - 5.2 Give examples of American cultural habits regarding food, work, holidays, sports, politics, and education in relation to readings.
6. Deliver a presentation on a topic specified by the instructor.
  - 6.1 Use library and on-line resources to gather information.
  - 6.2 Organize and deliver a brief presentation on a topic related to course readings.
  - 6.3 Be able to ask and respond to questions about the presentation.

### **EVALUATION CRITERIA**

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

#### **Students will complete the following:**

Unit Tests and Reading Composition: 60%

Outside Reading Summaries: 10%

Midterm: 15%

Final: 15%

### **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 to complete the designated course 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.