**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

# **ENGLISH AS A SECOND LANGUAGE 088R – READING AND VOCABULARY FOR COLLEGE AND EVERYDAY LIFE**

Curriculum Committee Approval: 02/02/2021

GCCCD Governing Board Approval Date: 03/16/2021

1. **Course Number** **Course Title** **Semester Units**

ESL 088R Reading and Vocabulary for College and 3

Everyday Life

**Semester Hours**

3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

2. **Course Prerequisites**

A “Pass” grade in ESL 078 (credit or no credit) and ESL 078R (credit or non-credit), or advisory placement in ESL 088 or equivalent.

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

This reading course is designed to develop ESL students’ vocabulary and reading ability through the exploration of genre-based thematic units. This course aims to help students improve their reading skills and to expand their understanding and use of vocabulary. Additionally, students will grow in their cultural competence as they examine texts and media and interact with peers and instructors in a multicultural classroom setting. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

4. **Course Objectives**

The students will:

1. Develop their understanding of genre, audience, and purpose as they analyze level-appropriate reading texts presented in thematic units.
2. Apply effective reading strategies in pre-reading, reading, and post-reading activities to develop critical thinking skills.
3. Demonstrate comprehension of the stated and implied meaning of reading texts by accurately responding to various types of comprehension questions.

d. Recognize and comprehend high-frequency level-appropriate English vocabulary used in the texts  
 and use this vocabulary appropriately when speaking and writing.

e. Distinguish different grammatical word forms and use them correctly when speaking and writing.

f. Infer meaning of new, level-appropriate vocabulary from context clues.

g. Demonstrate effective use of a picture dictionary and an English-to-English online dictionary.

5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

a. Adapted fiction and nonfiction texts of various genres to include news articles, short stories, infographics, forms, pamphlets, reviews, and academic texts.b. Pre-reading, reading, and post-reading activities designed to improve reading comprehension:  
 1. Previewing and pre-discussion to anticipate content and build schema.

2. Skimming to understand organization and content of a reading.

3. Reading in thought groups.

4. Annotating to support active reading.

5. Beginning use of critical thinking skills to:  
 a) Understand the author’s purpose and intended audience.

b) Recognize basic rhetorical forms, such as chronology and comparison

c) Connect content presented in the text to students’ own experiences and knowledge.

d) Make simple inferences.

e) Identify and interpret cultural references.

6. Identifying stated and implied main ideas.

7. Distinguishing main ideas from supporting details.  
 8. Scanning for details.  
 9. Recognizing and interpreting pronoun references.

10. Ordering of steps in a process or in a sequence of events.

11. Summarizing information read.

12. Understanding or informational forms, such as tables, charts, and other graphics.  
 c. Vocabulary development:  
 1. Grammatical word forms.

2. Rules of phonics and spelling, including letter-to sound correspondence and silent letters, syllabication and stress, word endings and affixation rules.

3. Introduction and study of level-appropriate vocabulary and collocations based on theme content.   
 4. Strategies to locate and analyze definition and inference clues to determine the meaning of new words.

5. Strategies for using learned words and collocations meaningfully in writing and in speaking.

6. Strategies for effective use of a picture dictionary and an English-to-English online dictionary.  
   
8. **Method of Instruction**

1. Lecture
2. Discussion

c. In-class guided practice

d. Individual in-class reading and vocabulary exercises

e. Collaborative learning (e.g. small group work, pair work, and team-based learning)

f. Video tutorials

g. Teacher-student conferencing

9. **Methods of Evaluating Student Performance**

a. In-class and homework assignments to include reading and vocabulary exercises, reading journals, short reflections, and summaries.

b. Quizzes, unit tests, and a final exam on selected themes.

10. **Outside Class Assignments**

a. Reading comprehension exercises (e.g. annotating, comprehension questions, short summaries, reading journals) based on course themes

b. Vocabulary practice exercises (e.g. vocabulary in context exercises, sentence writing using target vocabulary, Quizlet assignments)

c. Assignments for extensive readings (e.g. novels, biographies).

d. Online assignments: Newsela, Reading Theory, Quizlet, Spotlight English, Voice of America, Merriam Webster’s Learner’s Dictionary

11. **Representative Texts**

a. Representative Texts:

1. Instructor-created thematic modules.
2. Johannsen, Kristin L. and Rebecca Tarver Chase. *World English 2, Second Edition.* National Geographic-Cengage. 2015.
3. Heinle. *The Heinle Picture Dictionary.* Boston, MA: National Geographic Learning 2nd Edition. 2014.
4. London, Jack. *Call of the Wild.* Penguin Readers. Simplified by Tania Iveson. Edinburg Gate, England: Pearson Education Limited. 2007.
5. Twain, Mark. *The Adventures of Huckleberry Finn*. Penguin Readers. Simplified by John Votaw. Edinburg Gate, England: Pearson Education Limited. 2008. Penguin Readers. Simplified by Anne Collins.
6. Montgomery, LM. *Anne of Green Gables.* Penguin Readers. Simplified by Anne Collins. Edinburg Gate, England: Pearson Education Limited. 2007.
7. Selected Simplified Penguin Readers.

b. Supplementary texts and workbooks:

None

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

1. Comprehend the direct or implied main idea and details of level-appropriate texts.
2. Understand and use vocabulary at the beginning level.