



EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

General Course Information

Subject: ESL
Course Number: 52 B
Descriptive Title: **Intermediate Reading and Vocabulary Building**
Division: Humanities
Department: English as a Second Language
Course Disciplines: English as a Second Language

Catalog Description:

This is an intermediate level course designed to teach appropriate reading skills, such as the ability to make inferences, draw conclusions, understand the meaning of vocabulary words in context through word analysis and contextual clues, and determine the main idea from a passage. Students read from a variety of sources, including newspapers, essays, short stories, and novels. Students also increase their academic vocabulary through vocabulary building activities.

Conditions of Enrollment:

Prerequisite: English as a Second Language 52A with a minimum grade of C or Noncredit English as a Second Language 52A with a Pass, or qualification by assessment

Course Length: Full Term

Hours Lecture (per week): 5
Hours Laboratory (per week): 0
Outside Study Hours: 10
Total Hours: 90

Course Units: 5

Grading Method: Letter Grade only
Credit Status: Credit, degree applicable

Transfer CSU: No
Transfer UC: No

General Education

ECC:
Term: **Other:**

CSU GE:
Term: **Other:**

IGETC:
Term: **Other:**

OUTCOMES AND OBJECTIVES

A. Student Learning Outcomes SLOs (The course student learning outcomes are listed below.)

SLO #1

Given a high intermediate text, students will identify main ideas and specific details.

SLO #2

Given a high intermediate text, students will choose the correct definition of unfamiliar words based on the context.

SLO #3

Given a high intermediate text, students will choose the correct word form to complete a sentence.

SLO #4

Given a high intermediate text, students will analyze themes and plots, describe settings and examine characters.

B. Course Objectives (The major learning objectives for this course are listed below.)

1. Apply basic reading skills such as skimming, scanning, reading for comprehension, and critical reading in academic, personal, and professional situations.
2. Define the meaning of unfamiliar words from the context of an intermediate-level reading.
3. Employ word analysis skills such as recognizing prefixes, suffixes, synonyms and antonyms without the use of a dictionary.
4. Distinguish between main ideas and supporting details of reading passages by identifying and understanding transition/signal words and organizational patterns.
5. Select appropriate definitions of academic vocabulary.
6. Compose sentences utilizing academic vocabulary.
7. Demonstrate intermediate-level reading comprehension with in a variety of time limitations.
8. Analyze plots, explore themes, describe settings, and examine characters within the context of fables, poems, short stories, essays, and novels of intermediate-level difficulty.
9. Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty.
10. Evaluate a novel in terms of its literary and cultural values.

OUTLINE OF SUBJECT MATTER

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Major Topics:

- I. **Timed reading (5 hours, lecture)**
 - A. **Fiction**
 - B. **Nonfiction**
- II. **Basic reading skills (10 hours, lecture)**
 1. **Skimming**
 2. **Scanning**
 3. **Pre-reading activities**

- III. Use of context clues for extrapolating meaning (10 hours, lecture)
 - A. Inference
 - B. Punctuation
 - C. Restatement
 - D. Contrast

- IV. Word analysis skills to determine meaning and to reduce reliance on dictionary use (10 hours, lecture)
 - 1. Recognizing and utilizing prefixes
 - 2. Recognizing and utilizing roots/stems
 - 3. Recognizing and utilizing suffixes
 - 4. Recognizing and utilizing synonyms
 - 5. Recognizing and utilizing antonyms

- V. Identifying and distinguishing between main ideas, secondary ideas, and supporting details to determine meaning in a reading passage (10 hours, lecture)
 - 1. Identifying and utilizing coherence devices
 - 2. Organizational patterns
 - 3. Transitions/signal words

- VI. Development of vocabulary (10 hours, lecture)
 - 1. Vocabulary lists
 - 2. Activities demonstrating knowledge of new words' meanings and correct utilization of new words
 - 3. Review of parts of speech

- VII. Exploration and analysis of literary themes, plots, settings, and characters (10hours, lecture)
 - 1. Identifying literary devices such as irony, symbolism, and foreshadowing
 - 2. Understanding how literary devices contribute to meaning within the contexts of intermediate-level readings of various genres

- VIII. Development of critical thinking skills (10 hours, lecture)
 - 1. Predicting outcomes
 - 2. Interpreting events
 - 3 Drawing inferences
 - 4. Restating and analyzing main ideas and key points

- IX. Analysis and discussion of literary and cultural values (15 hours, lecture)
 - 1. Novels
 - 2. Short stories

Total Lecture Hours: 90
Total Laboratory Hours: 0
Total Hours: 90

PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. Primary Method of Evaluation (choose one):

3) Skill demonstrations

B. Typical Assignment Using Primary Method of Evaluation

Create a one- to two-paragraph story using the following vocabulary words: tangible, subtle, eliminate, condone, denounce, excess, and resistance. You may use any form (for example, verb, noun, or adverb) of the vocabulary words in your story, and your story maybe about any topic.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Henry and Shirley Jackson use a literary device called the "unexpected twist" or the "surprise ending" in their short stories "The Last Leaf" and "The Lottery." In a one- to two-page essay, analyze both stories to identify examples of foreshadowing that the authors give to indicate that a surprise is coming.

Critical Thinking Assignment 2:

One of the themes of the book Animal Farm deals with the ironies of life. Analyze the book to identify the major examples of irony as they are presented. Then write a one- to two-page essay in which you summarize the examples and discuss what you learned from this book that you can apply to your own life.

D. Other Typical Assessment and Evaluation Methods

Class Performance, Completion, Essay Exams, Matching Items, Multiple Choice, Objective Exam, Performance Exams, Quizzes, Reading Reports, Written homework

INSTRUCTIONAL METHODS

Discussion, Group Activities, Lecture, Multimedia presentations,

Other: Timed readings

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

WORK OUTSIDE OF CLASS

Answer questions, Journal (done on a continuing basis throughout the semester), Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)

TEXTS AND MATERIALS

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a "discipline standard".)

Douglas, Nancy and David Bohlke. *Reading Explorer 4*, Cengage, 2019.

Sandra Silberstein et. al. *Reader's Choice* 5th ed. University of Michigan Press, 2008.
Qualifier Text: Discipline standard

Sherrie Nist. *Building Vocabulary Skills*. Townsend Press, 2009.

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

From Incarceration to Education FITE Documentary 2017

C. Required Supplementary Readings

D. Other Required Materials

CONDITIONS OF ENROLLMENT

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite: Prerequisite

Category: sequential

Requisite course: English as a Second Language 52A or Noncredit English as a Second Language 52A

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

This course is the prerequisite for English 1A. The student needs to demonstrate at least intermediate ability in English in order to enter the course and successfully complete the course.

Identify and explain main ideas through skimming activities, as well as distinguish main ideas from supporting ideas in simple prose passages.

ESL 52A/NESL 52A - Identify and explain main ideas through skimming, as well as distinguish main ideas from supporting details in simple prose passages.
Identify specific details through scanning.

ESL 52A/NESL 52A - Identify specific details in a reading through scanning.
Evaluate the general meaning of new vocabulary words in context, without the use of a dictionary.

ESL 52A -Define the general meaning of new vocabulary words in context, without the use of a dictionary

Compose paraphrases and summaries of intermediate-level reading selections, with the inclusion of a response that endorses or challenges the writer's opinion.

ESL 52A/NESL 52A - Compose paraphrases and summaries of introductory-level reading selections, with the inclusion of a response that endorses or challenges the writer's opinion

Analyze themes, explain plots, and analyze characters in short stories and poems of introductory-level difficulty.

ESL 52A/NESL 52A - Analyze themes, explain plots, and examine characters in short stories and poems of introductory-level difficulty.

- B. Requisite: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

Requisite: Qualification by assessment

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

- C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

Requisite course:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objectives under each skill(s).

- D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

Requisite:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

- E. Enrollment Limitations**

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Daniel Houston

Date: 10/25/1977

Original Board Approval Date:

Last Reviewed and/or Revised by: Matthew Kline

Date: 05/06/2021

Last Board Approval Date: 07/18/2021