

ESOL 034

Intermediate ESOL Reading

3 Credits

Community College of Baltimore County Common Course Outline

Description

ESOL 034 – Intermediate ESOL Reading: is a course in which students develop as active readers by using a variety of strategies to comprehend intermediate texts and formulate responses through writing and speaking. Through both intensive and extensive reading, students begin to make connections to academic disciplines and their personal experiences. Students develop academic vocabulary, study skills, and multimedia literacy. Literacy is developed through thematic course content that provides opportunities for authentic language production and reflects the diversity of the student population, the global nature of society, and the expectations of college courses.

Pre-requisites: ESOL 022, ESOL 023, and ESOL 024 or placement into ESOL 032.

Overall Course Objectives

Upon completion of this course, students will be able to:

1. respond to a range of theme-based intermediate readings and other materials on global, social, and cultural topics, orally and in writing;
2. construct a personal response to texts by drawing on information from personal experience and course materials;
3. analyze how a text is situated within a cultural context;
4. apply before-, during-, and after- reading strategies for intermediate-level texts;
5. apply study skills to comprehend intermediate-level texts;
6. employ strategies for making inferences in intermediate-level texts;
7. determine vocabulary meaning from context in intermediate-level texts;
8. integrate intermediate vocabulary, including changing some forms as needed, in responses to intermediate-level texts;
9. interpret visuals such as graphs, charts, maps, and images;
10. demonstrate awareness of an author's purpose, tone, and position in intermediate texts;
11. execute an oral academic presentation through the use of multimedia, either individually or with a group;
12. research theme-based topics using online sources and various forms of media; and
13. use technology, including the Learning Management System (LMS) and technology-based tools (including but not limited to electronic dictionaries), to enhance language skills, read course content, conduct research, and produce written work.

Major Topics

- I. Academic and global contexts

The Common Course Outline (CCO) determines the essential nature of each course.

For more information, see your professor's syllabus.

- a. Academic culture
 - b. Global, social and cultural issues and perspectives
- II. Reader response
 - a. Personal response
 - b. Summarizing
 - c. Paraphrasing
- III. Reading Strategies
 - a. Before reading strategies and previewing a text
 - i. Establishing a purpose
 - ii. Making a prediction
 - iii. Building and activating background knowledge
 - b. During reading strategies
 - i. Testing predictions/hypotheses
 - ii. Skimming for new ideas
 - iii. Scanning for specific information
 - iv. Using context clues to increase comprehension
 - v. Making inferences
 - vi. Visualizing
 - vii. Self-questioning
 - c. After reading strategies
 - i. Making connections to other academic disciplines and personal experiences
 - ii. Verifying predictions
- IV. Study skills
 - a. Annotation
 - b. Note-taking
 - c. Outlines
 - d. Graphic organizers
 - e. Test-taking
 - f. Dictionaries
- V. Vocabulary development
 - a. Basic academic vocabulary
 - b. Word families, prefixes, suffixes, and word roots
 - c. Collocations
 - d. Connotation
 - e. Pronunciation and syllabizing
- VI. Text structure
 - a. Central idea
 - b. Support for central idea
 - c. Author's point of view
- VII. Media literacy
 - a. Navigating multimedia
 - b. Creating or manipulating multimedia
- VIII. Research skills
 - a. Basic concepts of plagiarism and source citation
 - b. Introduction to use and integration of quotations

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- c. Introduction to paraphrasing
- d. Online sources for research topics

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Three tests
- Ten activities, projects and assignments that incorporate reading strategies, vocabulary work, and responses to texts from the textbook and supplemental materials
- One oral academic presentation using multimedia, either individually or with a group

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Grading Policy: to complete the course successfully, a student must earn an average of 70% or higher.

Other Course Information

ESOL 032, ESOL 033 and ESOL 034 are courses in the second level of the four-level ESOL program of study.

Students are required to utilize instructional technology in ESOL 034, including the use of the college's Learning Management System (LMS).

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