

ESOL 054

Academic ESOL Reading

3 contact hours

Community College of Baltimore County Common Course Outline

Description

ESOL 054 – Academic ESOL Reading: develops the reading necessary for success in ENGL 101 and other college courses. Students become active readers by using a variety of strategies to comprehend course texts and formulate critical responses through writing and speaking. Through both intensive and extensive reading, students make connections to academic disciplines and their personal experiences. Students further expand and develop academic vocabulary, study skills, research skills, and multimedia literacy. Disciplinary literacy is developed through thematic course content that reflects the diversity of the student population, the global nature of society, and the expectations of college-level courses.

Pre-requisites: ESOL 042, ESOL 043, and ESOL 044 or placement into ESOL 052

Overall Course Objectives

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

1. respond to a range of theme-based college-level readings, multimedia, and other materials on global, social, and cultural topics, orally in writing;
2. construct a critical response to texts by synthesizing information from personal experiences and other texts;
3. analyze how a text is situated socially, politically, and historically within a cultural context;
4. apply before-, during-, and after-reading strategies for academic-level texts;
5. apply study skills to comprehend academic-level texts;
6. infer indirect messages in academic-level texts;
7. infer vocabulary meaning from context in academic-level texts;
8. integrate vocabulary from course content into critical responses to academic-level texts;
9. interpret texts such as graphs, charts, maps and images;
10. evaluate an author's argument, tone, and bias in academic-level texts;
11. prepare and execute an oral academic presentation through the use of multimedia, either individually or with a group;
12. conduct research on disciplinary topics using online and library sources and various forms of media;
13. apply conventions for using in-text citations and reference lists;
14. use technology, including the Learning Management System (LMS), to enhance language skills, read course content, conduct research, and produce written work; and

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15. use technology, including the Learning Management System (LMS), to enhance language skills, read course content, conduct research, and produce written work.

Major Topics

- I. Academic and global contexts
 - a. Academic discourse, academic culture and disciplinary literacy
 - b. Global, social and cultural issues and perspectives
- II. Reader response
 - a. Critical response
 - b. Summarizing
 - c. Paraphrasing
- III. Reading strategies
 - a. Before reading strategies/previewing a text
 - i. Establishing a purpose
 - ii. Making predictions
 - iii. Building and activating background knowledge
 - b. During reading strategies
 - i. Testing predictions/hypotheses
 - ii. Skimming for main ideas
 - iii. Scanning for specific information
 - iv. Using context clues to increase comprehension
 - v. Making inferences
 - vi. Visualizing
 - vii. Self-questioning
 - viii. Inferring vocabulary meanings from content
 - 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 strategies
 - f. Dictionaries
- V. Vocabulary development
 - a. Disciplinary vocabulary
 - b. Word families, prefixes, suffixes, and word roots
 - c. Collocations
 - d. Connotation
 - e. [Click or tap here to enter text.](#)
- VI. Text structure
 - a. Central idea
 - b. Support for central idea

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- c. Author's point of view, arguments and counterarguments
 - d. Discipline-specific text organization
- VII. Media literacy
 - a. Navigating multimedia
 - b. Critically evaluating multimedia
 - c. Creating or manipulating multimedia
- VIII. Research skills
 - a. Online plagiarism detection tools
 - b. Understanding and avoiding plagiarism
 - c. Appropriate use and integration of quotes
 - d. Source citation
 - e. Online and library sources for research topics

Course Requirements

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

Assessment

- Three tests.
- Eight activities, projects and assignments, such as journals and discussion boards, that incorporate reading strategies and vocabulary work.
- Two oral academic presentations using multimedia, either individually or with a group.

Other assignments

- Students will read a common novel.
- Students will choose and read a text for an extensive reading project.

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 052 and ESOL 054 are the last courses (fourth level) of the four-level ESOL program of study and are prerequisites for ENGL 101.

Students are required to use instructional technology in ESOL 054, including the college's LMS.

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