

ESOL 100

Academic ESOL Reading and Multimedia Literacy

3 Credits

Community College of Baltimore County
Common Course Outline

Description

ESOL 100 – Academic ESOL Reading and Multimedia Literacy: develops the reading and listening necessary for success in ENGL 101 and other college courses. Students become active readers and listeners by using a variety of strategies to comprehend course texts and formulate critical responses through writing and speaking. Through both intensive and extensive reading and listening, students make connections to academic disciplines and their personal experiences. Students further expand and develop academic vocabulary, learning and organization strategies, 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

Co-requisites: ESOL 052

Overall Course Objectives

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

1. demonstrate comprehension of a range of theme-based college-level readings, audio texts, lectures, multimedia, and other materials on global, social, and cultural topics, orally in writing;
2. respond critically to texts by synthesizing information from personal experiences and from a variety of ethical perspectives;
3. analyze how a text is situated socially, politically, and historically within a cultural context;
4. apply before-, during-, and after-reading/listening strategies for academic-level texts;
5. apply learning and organization strategies 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, lectures and images;
10. evaluate an author's argument, tone, and bias in academic-level texts;
11. create an oral academic project 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;

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

For more information, see your professor's syllabus.

13. find, evaluate, use, and cite appropriate resources for using in-text citations and reference lists; and
14. use technology to enhance language skills, access course content, conduct research, and produce written and oral 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/listener response
 - a. Critical response
 - b. Summarizing
 - c. Paraphrasing
- III. Reading and listening strategies
 - a. Before reading/listening strategies/previewing a text
 - i. Establishing a purpose
 - ii. Making predictions
 - iii. Building and activating background knowledge
 - b. During reading/listening 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/listening strategies
 - i. Making connections to other academic disciplines and personal experiences
 - ii. Verifying predictions
- IV. Learning and organization strategies
 - a. Annotation
 - b. Note-taking
 - c. Outlines
 - d. Graphic organizers
 - e. Dictionaries
- V. Vocabulary development
 - a. Disciplinary vocabulary
 - b. Word families, prefixes, suffixes, and word roots
 - c. Collocations
 - d. Connotation
- VI. Text structure
 - a. Central idea
 - b. Support for central idea
 - c. Author's point of view, arguments and counterarguments
 - d. Discipline-specific text organization

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- 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:

- Three tests
- Eight activities, projects and assignments, such as journals and discussion boards, that incorporate reading/listening strategies and vocabulary work
- Two oral academic projects using multimedia, either individually or with a group
- Read common novel with multi-modal assessment

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.

Other Course Information

ESOL 052 and ESOL 100 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 100, including the college's LMS.

Date Revised: 11/18/2025