Degree Applicable

Glendale Community College
March, 1996
Revised November 2012

COURSE OUTLINE

ESL 126
Reading and Vocabulary for ESL II Students

I. Catalog Statement

English as a Second Language 126 is designed to help lower-intermediate ESL students read academic materials. The course emphasizes vocabulary development by inferring meaning from context and by understanding affixes. Reading skills are practiced on passages from various fields, and a complete work is read.

Total Lecture Units: 3.0
Total Course Units: 3.0
Total Lecture Hours: 48.0
Total Faculty Contract Hours: 48.0

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ESL 116 (formerly ESL 173). ESL 121 or ESL 123 must be taken prior to or concurrently with ESL 126.

Recommended Preparation: Concurrent enrollment in an appropriate ESL listening and speaking course and an ESL grammar and writing course.

II. Course Entry Expectations

Skills Level Ranges: Reading 2; Writing 2; Listening/Speaking 2; Spelling 1; Math 1

III. **Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. demonstrate comprehension of readings at the 2,500-word vocabulary level;
2. deduce meanings of new words from the context;
3. reply to inference as well as basic recall questions on reading comprehension tests;
4. utilize an all-English dictionary to advantage;
5. paraphrase or summarize a written dialogue or short reading passage;
6. develop skimming, scanning and rapid reading skills;
7. produce a book report of at least two pages (approximately 200 words) in length.

IV. **Course Content**

A. Vocabulary Building From Context — 16 hours
   1. Use of contextual clues to determine word meanings
      a. Distinguish related words
   2. Review of phonetic analysis
      a. sound/symbol relationship
      b. consonants/vowels, diphthongs
      c. consonant blends
   3. Word families
      a. affixes
      b. roots

B. Readings — 16 hours
   1. Pre- and post-reading strategies
   2. Subject matter
      a. literature
      b. social sciences
      c. physical sciences
   3. Length
      a. reading selections from 4-10 pages
      b. a long passage or a short novel from 40-70 pages

C. Skills — 16 hours
   1. Main idea and details
   2. Prediction
   3. Skimming
   4. Scanning
   5. Inferring meaning from context
   6. Rate-development
   7. Dictation
   8. Paraphrase and summary
   9. Ability to summarize in book report format (sample book report format provided)

V. Methods of Presentation

The following instructional methodologies may be used in the course:

1. Laboratory work may be assigned in the Learning Center and/or the ESL Lab using various audiovisual materials.
2. Sight vocabulary will be taught in context, rather than as lists of words.

VI. Assignments and Methods of Evaluation

1. A minimum of four graded tests on vocabulary and reading skills are administered in addition to the mid-term and a final examination.
2. Students are expected to write a book report of at least two pages in length.

VII. Textbooks

(Required: At least one text from Group I and one text from Group II and a dictionary)

GROUP I:

Akert, Cause and Effect, 4th Ed., 2005, Heinle and Heinle/Thomson Learning, ISBN 1-4130-0416-4, CNN Video for books 3 & 4 ISBN 1-4130-0611-6, CNN DVD for books 3 & 4 ISBN 1-4130-1588-3, Answer Key and Video Transcript for books 3 & 4 ISBN 1-4130-0612-4

Lee & Gundersen, Select Readings Intermediate, 2001, Oxford University Press, ISBN 0-19-437475-0, Quizzes and Answer Key ISBN 0-19-437476-9

Abraham & Mackey, Contact USA – A Reading and Vocabulary Text, 3rd Ed., 1997, Longman, ISBN 0-13-518754-0

Broukal, What A Life!: Stories of Amazing People, High Beginning, 2000, Longman, ISBN 0-201-61997-0

Zukowski, Steps to Academic Reading 3, 2002, Heinle & Heinle, ISBN 0-03-032482-3

Flynn, Panorama 2, 2006, Oxford University Press, ISBN 0194305449

GROUP II

Goodman, More Surprises: 15 More Great Stories with Surprise Endings, 1990, Jamestown Publishers, ISBN 0-89061-676-0

Broukal & Millhome, More About the USA, A Cultural Reader, 1996, Longman, ISBN 0-201-87679-5

Draper, Great American Stories Book 1, 3rd Ed., 2001, Longman, ISBN -0-13-030967-2

Dahl, James and Giant Peach, 2001, McGraw-Hill/Higher Education, ISBN 0-14-130-467-7

RECOMMENDED:
Spears, Everyday American English Dictionary, National Textbook Co., 1990, ISBN 0-1308-84502

VIII. Student Learning Outcomes

1. Students should be able to decode and comprehend reading passages at the 2500-word vocabulary level.

2. Students should be able to deduce meanings of new words from context and reply to inference as well as basic recall questions on reading comprehension tests.