

# NCEL 427: HIGH-INTERMEDIATE READING SKILLS

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Fall 2021
<b>Units:</b>	0
<b>Hours:</b>	5 lecture per week (60 total per quarter)
<b>Advisory:</b>	Designed for students whose native language is not English; concurrent enrollment in ESLL 226 or NCEL 426 recommended; completion of noncredit ESL sequence or previous ESL coursework at Adult School is recommended.
<b>Degree &amp; Credit Status:</b>	Non-Degree-Applicable Non-Credit Course Basic Skills, 3 Levels Below Transfer
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	None
<b>Grade Type:</b>	Pass/No Pass Only
<b>Repeatability:</b>	Unlimited Repeatability

## Student Learning Outcomes

- Identify the main idea of an appropriate text of approximately 500 words.
- Apply words learned in their given form by using them to write original sentences which demonstrate the student's comprehension of the target word.

## Description

An upper intermediate-level noncredit reading course focusing on developing comprehension skills and strategies for processing pre-college-level readings. In addition to developing vocabulary, students will demonstrate understanding of main ideas of texts by composing single- and multi-sentence writings in response to questions about the given texts.

## Course Objectives

The student will be able to:

- Apply reading skills appropriate for comprehending structure and meaning
- Apply active pre- and during-reading strategies to reinforce reading skills
- Compose single- and multi-sentence writings in response to readings discussed in class
- Demonstrate both active and passive vocabulary development

## Course Content

- Apply reading skills appropriate for comprehending structure and meaning
  - Locate main ideas

- Thesis statements
  - Topic sentences
- Determine organizational patterns
    - Cause/effect
    - Compare/contrast
    - Narration
    - Description
    - Process (How to)
  - Identify types of evidence
    - Anecdote
    - Personal experience/observation
    - Facts/statistics
    - Expert testimony/opinion
  - Identify types of introductions
    - Background information
      - Definitions
      - Common beliefs
      - Questions to engage readers
    - Anecdote
    - Description of problem/issue
  - Identify types of conclusions
    - Summary of main ideas/restatement of thesis
    - Recommendation
    - Prediction
  - Distinguish fact from opinion
  - Make inferences
    - Apply active pre- and during-reading strategies to reinforce reading skills
      - To locate main ideas:
        - Examine titles
        - Skim sub-headings
        - Examine photos and other visuals
      - Identify terms that signal generalities/opinions in thesis statements and topic sentences
    - To determine organizational patterns:
      - Analyze thesis statements and topic sentences for linguistic cues that signal patterns
      - Identify words and phrases that serve as transitions between and among ideas
    - To identify types of evidence:
      - Look for vocabulary that signals chronology in narratives (anecdotes)
      - Look for vocabulary that signals steps in process (how to) writings
      - Look for use of pronouns that suggest first person experience or third person observation
      - Skim for numeric items and citations that suggest statistical evidence
  - To identify types of introductions:
    - Search for descriptive and defining information that provides background
    - Look for vocabulary that signal chronology in narratives (anecdotes)
    - Look for vocabulary that signal steps in process (how to) writings
    - Identify descriptive detail that explains a problem
  - To identify types of conclusions:
    - Identify restated items that summarize the main ideas of a piece
    - Look for linguistic signals that suggest recommendation
    - Look for linguistic signals indicating prediction
  - To distinguish fact from opinion:
    - Identify terms that signal recognized facts or real states of being
    - Search for linguistic items that suggest a writer's beliefs and attitude, for example:
      - Modal verbs
      - Descriptive adjectives that show personal preferences
- To make inferences:

- a. Access prior knowledge (schema) to interpret information
- b. Gather details to formulate generalities (induction)
- c. Compose single- and multi-sentence writings in response to readings discussed in class
  - 1. Make connections to personal experiences
  - 2. Express personal opinions on main topics from readings
- d. Demonstrate both active and passive vocabulary development
  - 1. Active: write original sentences using newly learned vocabulary accurately
    - a. Grammatically
    - b. Denotatively
  - 2. Passive: demonstrate ability to correctly identify meanings of new words in context
    - a. Use context clues to determine meanings of unfamiliar word
  - 3. Use an English-English dictionary to support vocabulary development
    - a. Identify parts of speech
    - b. Choose the appropriate definition of a word based on the context from readings

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

None.

## Method(s) of Evaluation

- A. Class performance
- B. Completion of required outside readings
  - 1. charts, diagrams and graphs
  - 2. short newspaper and magazine articles
  - 3. excerpts from textbooks
  - 4. short fictional works
- C. Exercises
- D. Quizzes
- E. Exams that demonstrate students' ability to apply the newly acquired reading skills to new reading selections comparable to those studied in class

## Method(s) of Instruction

Lecture, discussion, demonstration.

## Representative Text(s) and Other Materials

Instructors must choose a textbook from the list below. If, however, a faculty member would prefer to use a textbook not on the list, he or she must contact a full-time faculty member who regularly teaches the course to explain how the adoption would serve to achieve the learning outcomes specified in the course outline of record.

Baker-Gonzalez, Joan, and Eileen K. Blau. World of Reading: A Thematic Approach to Reading Comprehension 2. 2nd ed. White Plains, NY: Pearson Longman, 2009.

Barton, Laurie, and Carolyn Dupaquier Sardinas. NorthStar: Reading and Writing Level 3. 4th ed. White Plains, NY: Pearson Education ESL, 2014.

Gramer, Margo, and Colin Ward. Q: Skills for Success Reading and Writing 3. 2nd ed. New York, NY: Oxford University Press, 2015.

Recommended:

Longman Dictionary of American English. 5th ed. Essex: Pearson Education ESL, 2014.

Although one or more text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

## Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Readings from the text and outside readings
- B. Writing of journal entries, sentence and multi-sentence responses to readings

## Discipline(s)

English as a Second Language (ESL), English as a Second Language (ESL): Noncredit