

# NCEL 447: ADVANCED VOCABULARY DEVELOPMENT FOR READING & WRITING

## Foothill College Course Outline of Record

Heading	Value
Units:	0
Hours:	3 lecture per week (36 total per quarter)
Advisory:	Intended for students whose native language is not English.
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 2 Levels Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability
Formerly:	ESL 177, ESLL 247

## Student Learning Outcomes

- Use new vocabulary correctly in sentences, paragraphs, short compositions, and short responses to comprehension questions.
- Recognize collocations, roots and affixes.

## Description

Expansion of academic vocabulary to meet the specific vocabulary needs for students in an academic setting. Multiple exposures to target words in meaningful contexts and rich information about each word.

## Course Objectives

The student will be able to:

- Acquire new vocabulary from the Academic Word List.
- Retain newly acquired vocabulary from the Academic Word List.
- Use an English-English dictionary and thesaurus to expand understanding of vocabulary.

## Course Content

- Acquire new vocabulary.
  - Complete word family charts.
  - Recognize roots and affixes.
  - Recognize collocations.
  - Use context clues to learn meaning.
- Retain newly-acquired vocabulary.
  - Use vocabulary correctly in vocabulary exercises.
  - Use new vocabulary correctly in sentences, paragraphs, short compositions, and short responses to comprehension questions.
- Use an English-English dictionary and thesaurus to expand understanding of vocabulary.
  - Develop facility to access all linguistic information about targeted vocabulary in English-English dictionaries.
  - Choose the correct meaning of a word with multiple meanings.

- Identify synonyms and antonyms.

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

- When taught on campus, no special facility or equipment needed.
- When taught via Foothill Global Access, ongoing access to computer with email software and capabilities and current internet browser, email address.

## Method(s) of Evaluation

- Activities such as matching, completion, true/false, multiple choice, or short definitions.
- Activities involving original sentences and/or short compositions utilizing new vocabulary.

## Method(s) of Instruction

- Lecture

## 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, they 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.

Bull, Pat. Academic Word Power 3. New York: Houghton Mifflin, 2004.

Jones, Barbara. Academic Word Power 4. New York: Houghton Mifflin, 2004.

OR

The following four editions of the Inside Reading series may be rotated in sequence:

Burgmeier, Arline. Inside Reading: the Academic Word List in Context 1. New York: Oxford University Press, 2012.

Zwier, Lawrence. Inside Reading: the Academic Word List in Context 2. New York: Oxford University Press, 2012.

Rubin, Bruce. Inside Reading: the Academic Word List in Context 3. New York: Oxford University Press, 2012.

Richmond, Kent. Inside Reading: the Academic Word List in Context 4. New York: Oxford University Press, 2012.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

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

- Readings from the text and outside sources.

B. Writing sentences and paragraphs to practice using new vocabulary.

## **Discipline(s)**

English as a Second Language (ESL)