

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

ENGLISH AS A SECOND LANGUAGE 045R – INTRODUCTION TO ENGLISH READING

6 hours lecture, 6 units

Catalog Description

ESL 045R is an English language course that introduces reading in English to those who have had little or no exposure to the English language. This course utilizes the most frequent words in the English language in discussion as well as books that are specifically selected based on comprehensible (optimum) input so that students with no prior knowledge of English can begin reading on the first day. This course aims to help students develop reading skills in English at the Intermediate Low level according to the ACTFL proficiency guidelines while learning frequent vocabulary. Students will interact with the texts in meaningful and engaging ways. Students are encouraged to take ESL 045 concurrently or before taking ESL 050. **Pass/No Pass only. Non-degree applicable.**

Prerequisite

None

Course Content

- 1) Linguistic data emphasizing most frequent words used in basic English texts in context
- 2) Cultural data supporting acquisition and development of form-meaning-use connections (for effective, purposeful communication in social and academic discourse communities)
- 3) Communicative purpose for input-based tasks using spoken and written texts
- 4) Co-constructed comprehension and affective response signals
- 5) Images supporting comprehension of newly introduced words
- 6) Just-in-time instructor explanations of contextualized form-meaning-use connections

Course Objectives

Students will be able to:

- 1) Demonstrate comprehension of written, communicatively embedded utterances by using co-constructed answers and signals negotiated between the instructor and student, or physical responses.
- 2) Distinguish between elements in a written story, such as characters.
- 3) Order, chart, classify, and rank elements of a written story, such as characters.
- 4) Reorganize parts of a written story and predict future events in the story.
- 5) Relate topics to their own lives and discover their classmates' and instructor's feelings about topics through structured questionnaires.
- 6) Produce charts and graphs based on guided interviews of classmates and instructor, and connect themselves to the text as well as the world outside of the classroom when possible, such as comparing class responses to polls about how Americans feel about an issue that was discussed in the text.

Method of Evaluation

- 1) Frequent comprehension checks of whole class through hand signals
- 2) Monitoring and noting whether students in pairs/groups are on task

- 3) Reading comprehension questions
- 4) Self-assessment for recognition of vocabulary (e.g. I recognize the word and know what it means, I recognize the word but I'm not sure what it means, I don't recognize the word.)
- 5) A mid-semester and end-of-semester teacher-student conference and student self-assessment through Can-Do Statements
- 6) An end-of-semester reading proficiency assessment and a student self-assessment through Can-Do Statements

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Standard classroom equipped with movable desks and chairs.
- 2) Overhead projector capabilities
- 3) Smart classroom

Method of Instruction

- 1) Presentations with non-linguistic context (i.e. visuals, body language, intonation)
- 2) Video reviews of class presentations (e.g. PowerPoints with voiceovers) posted to Canvas
- 3) Reading strategies, such as pre-reading, intensive reading, and post-reading
- 4) Written, Optimum Input stories (i.e. short stories that recycle high-frequency vocabulary, and utilize proper nouns, cognates, and supportive images that are relevant and engaging)
- 5) Input-based tasks (receptive and productive)
- 6) Teacher-student conferencing

Out-of-Class Assignments

- 1) Watch video reviews of class presentations on Canvas
- 2) Read texts from class

Texts and References

- 1) Required (representative example): Macceca, Stephanie. *Cesar Chavez: Protecting Farm Workers*. Teacher Created Materials, 2011.
- 2) Supplemental: Class packet

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Basic literacy and reading skills sufficient to understand and speak in several complete English sentences when expressing ideas.

Student Learning Outcomes

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

- 1) Write a low-level, comprehensible summary which demonstrates an understanding of reading in English at the Intermediate Low level according to the ACTFL proficiency guidelines.