**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 02/02/2021

GCCCD Governing Board Approval: 03/16/2021

# **ENGLISH AS A SECOND LANGUAGE 078R – Introduction to Reading in English - NONCREDIT**

1. **Course Number** **Course Title** **Semester Units**

ESL 078R Introduction to Reading in English 0

**Semester Hours**

6 hours lecture: 96-108 hours 192-216 outside of class hours 288-324 total hours

2. **Course Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

ESL 078R is an English language course that introduces English reading to those who have had little or no exposure to the English language. This course utilizes the 700 most frequent words in the English language in discussion as well as books that are specifically designed based on comprehensible 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, with communicatively embedded comprehensible input, but they are not required to produce spontaneous language at this level. Students are encouraged to take ESL 078 concurrently or before taking ESL 088. This course is offered on a Pass/No Pass basis only. (nondegree credit or non-credit course)

4. **Course Objectives**

The students will:

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.

5.  **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

1. Linguistic data emphasizing the 700 most frequent words from the New General Service List in context
2. Cultural data supporting acquisition and evolution (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. Spoken and written texts with 95-98% established vocabulary coverage
5. Co-constructed comprehension and affective response signals
6. Images supporting comprehension of newly introduced words
7. Just-in-time instructor explanations of contextualized form-meaning-use connections

8. **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, Comprehensible Input short 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

9. **Methods of Evaluating Student Performance**

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

10. **Outside Class Assignments**

1. Watch video reviews of class presentations on Canvas
2. Read comprehensible input texts from class

11.  **Texts**

No required texts

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

Demonstrate an understanding of reading in English at the Intermediate Low level according to the ACTFL Proficiency Guidelines for Reading.