SYLLABUS

DATE OF LAST REVIEW: 02/2014
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Level 1 Reading for English Learners
COURSE NUMBER: ESOL 0051
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
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KCKCC issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: Grade of “C” or higher in Introductory Reading for English Learners (ESOL 0050) or appropriate score on COMPASS ESL placement test.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: Level 1 Reading for English Learners is designed to increase students’ utilization of active reading strategies to develop their academic reading comprehension. The course also develops students’ knowledge of vocabulary and their ability to utilize dictionaries and other reference materials.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.
COURSE OUTLINE:
I. Review word order, parts of speech, and other elements of an English sentence
   A. Common and proper nouns
   B. Pronouns and their antecedents
   C. Adjectives and their placement in sentences.
   D. Verbs in present, past, and future tenses.
   E. Adverbs and their placement in sentences.
   F. Conjunctions and prepositions.
II. Developing reading comprehension skills and strategies
   A. Previewing and predicting content
   B. Building vocabulary
   C. Identifying the topic of a paragraph or article
   D. Identifying the main idea of a paragraph or article
   E. Identifying common organization patterns in an article
      1. Listing pattern and its signal words
      2. Time order pattern and its signal words
      3. Cause and effect and its signal words
      4. Comparison pattern and its signal words
   F. Making inferences
   G. Skimming
      1. Skimming for main ideas
      2. Skimming for the organization pattern
   H. Introduction to critical reading skills
   I. Developing speed in reading
   J. Reading for pleasure
      1. Choosing a book
      2. Distinguishing between fiction and nonfiction
      3. Reading short stories
         a. Identifying setting, plot, characters, and theme
         b. Writing a report about the story
III. Developing dictionary skills
   A. Using the guide words to look up words
   B. Choosing the correct definition for context.
   C. Using the dictionary to determine synonyms
   D. Using the dictionary to determine antonyms
   E. Using the pronunciation key and the diacritical marks

EXPECTED LEARNER OUTCOMES:
A. The learner will be able to identify parts of speech and other elements in an English sentence.
B. The learner will be able to read and understand selected readings appropriate for this level.
C. The learner will be able to read and analyze simple short stories and adapted books.
D. The learner will be able to use the functions of an American-English dictionary.
COURSE COMPETENCIES:
Upon successful completion of this course:

The learner will be able to identify parts of speech and other elements in an English sentence.
1. The learner will be able to identify common and proper nouns.
2. The learner will be able to identify pronouns and their antecedents.
3. The learner will be able to identify adjectives and their placement in a sentence.
4. The learner will be able to identify the forms of verbs in present, past, and future tenses.
5. The learner will be able to identify adverbs and their placement in sentences.
6. The learner will be able to identify conjunctions.
7. The learner will be able to identify prepositions.
8. The learner will be able to understand sentence meaning through word order.

The learner will be able to read and understand selected readings appropriate for this level.
9. The learner will be able to answer comprehension questions about the reading material.
10. The learner will be able to write a reaction to the reading material.
11. The learner will be able to scan a passage for specific information.
12. The learner will be able to preview reading material and predict content.
13. The learner will expand knowledge of academic vocabulary.
14. The learner will be able to use context to guess unknown words.
15. The learner will be able to identify the topic of a paragraph or article.
16. The learner will be able to identify the main idea of a paragraph or article.
17. The learner will be able to identify the organization of a paragraph or article and the appropriate signal words.
18. The learner will be able to make general inferences.
19. The learner will be able to skim a multi-paragraph passage for main ideas.
20. The learner will begin to develop basic critical reading skills.
21. The learner will develop faster reading habits.

The learner will be able to read and analyze simple short stories and adapted books.
22. The learner will be able to choose a book for pleasure reading that is level appropriate.
23. The learner will be able to distinguish between fiction and nonfiction.
24. The learner will be able to read and analyze adapted short stories for setting, plot, characterization, and theme.
25. The learner will demonstrate some awareness of common cultural references found in text.

The learner will be able to use the functions of an American-English dictionary.
26. The learner will be able to use the dictionary to choose the correct definition of a word.
27. The learner will be able to use the dictionary to determine synonyms.
28. The learner will be able to use the guide words to look up a word.
29. The learner will be able to use the pronunciation key and the diacritical marks.
ASSESSMENT OF LEARNER OUTCOMES:

Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

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