



MASTER COURSE OUTLINE

A. ESLA 1030 Intermediate Reading and Vocabulary

B. COURSE DESCRIPTION:

This reading and vocabulary course is designed for non-native speakers of English. The course focuses on developing strategies necessary for understanding fiction and non-fiction text types. The learner will practice applying strategies to increase reading comprehension skills, reading speed, and vocabulary range. The learner will actively study vocabulary which is most frequently encountered in college texts and lectures from the Academic Word List (AWL). Passing will require a 70% mastery or letter grade C- of learning outcomes.

Prerequisites: One of the following must be satisfied to enroll in this course: Completion of ESLA 0920 with a grade of C- (80%) or higher; ESL Accuplacer Reading score of 73 or higher; TOEFL iBT score of 32 or higher; TOEFL Paper score of 400 or higher; IELTS Academic Module score of Band 3.5 or higher; IELTS General Training Module score of Band 4.5 or higher. A grade of 70% or letter grade C- or higher is required to enroll in ESLA 1040.

(4 Cr- 4 lect, 0 lab)

C. **Core Theme: Critical Thinking

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES

This course addressed the following Riverland Institutional Learning Outcome(s):

- ☒ ILO 1: critical thinking (Core Theme Goal 2)
- ☐ ILO 2: awareness of the larger global community (Core Theme Goal 7 or 8)
- ☐ ILO 3: ethical, engaged citizenship (Core Theme Goal 9 or Goal 10)
- ☒ ILO 4: communication and collaboration (Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration)

E. MAJOR CONTENT AREAS:

In this class, multilingual learners will practice reading strategies and increase reading comprehension of level-appropriate texts.

Reading Strategies may include:

- Pre-reading:

surveying a text and graphics and predicting contents, activating background knowledge;
 skimming to determine text type and pattern of organization, and to locate source information, topic sentences

- While-reading:
 highlighting main ideas, identifying supporting details, recognizing cohesive devices and transitions, highlighting definitions, identifying pronoun referents, identifying appositives, using context clues to guess unknown vocabulary, making inferences, using a glossary or dictionary, predicting information to follow
- Post-reading:
 outlining, discussing, scanning for specific information for test-taking purposes

Language Skills for Reading may include:

Comprehend the meaning of language structures and common to academic texts such as:

- Referential devices including this, that, these and those (especially when referring back to complex or abstract ideas)
- Nominalizations including complex adjective and verb clauses condensed into one abstract noun
- Verb tense and aspect uses common to academic texts such as
 - Present perfect to express incomplete actions
 - Simple past to express completed actions
 - Simple present to express general truths

Break down long, complex sentences; recognize the main point in the main clause, including

- Distinguishing main clauses from subordinate clauses such as:
 - Subject relative clauses
 - Object relative clauses
 - Relative clauses with ‘where’ and ‘when’
 - Reduced relative clauses and adverb clauses

Vocabulary Building:

- Understand the specific meaning of “Tier 2” vocabulary words including:
 - General academic words
 - Words that appear in written texts across disciplines
- Understand and recognize word forms
- Making flashcards or keeping a vocabulary chart of AWL vocabulary
- Using a dictionary to find definition, part of speech, related word forms
- Studying meanings of prefixes and suffixes
- Noticing and identifying abbreviations and acronyms

F. GOAL TYPES, OBJECTIVES, AND OUTCOMES:

<u>GOAL</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
**Critical Thinking	analyze the logical connections among the facts, goals and implicit assumptions relevant to a problem or claim; generate	1. recognize differences and similarities between the author’s and students’ cultural

	and evaluate implications that follow from them.	assumptions aimed at identifying cultural influences.
<u>CS</u>	develop an awareness of cultural, social, religious, and linguistic similarities and differences through reading.	1. use information from texts to identify similarities and differences between various cultures.
<u>CS</u>	gain a deeper understanding and appreciation of texts through group discussions and develop reflective and critical thinking skills.	1. analyze and discuss a text.
<u>CS</u>	utilize reading strategies to enhance comprehension of texts.	1. demonstrate pre-reading, while reading, and post-reading strategies. 2. select and apply reading strategies.
<u>CS</u>	expand vocabulary range.	1. demonstrate vocabulary development. 2. use new vocabulary in writing and speaking activities.

G. SPECIAL INFORMATION:

This course may require the use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact their instructor or the Student Success Center at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or cassette tape, upon request.

H. COURSE CODING INFORMATION: Course Code H/ Class Maximum 30; Grade Methodology: Letter.

Revision date: 2/9/19; 11/6/20; 1/28/22

AASC Approval date: 2/19/19; 12/15/20; 3/22/22

*Riverland Community College Disciplines	MnTC Goal Number
Communication	1
Natural Sciences	3
Mathematics/Logical Reasoning	4
History and the Social & Behavioral Sciences	5
Humanities and Fine Arts	6

**Riverland Community College Core Themes	MnTC Goal Number
Critical Thinking	2
Human Diversity	7

Global Perspective	8
Ethical and Civic Responsibility	9
People and the Environment	10

*These five MnTC Goals have been identified as Riverland Community College Disciplines.

** These five MnTC Goals have been identified as Riverland Community College Core Themes.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.

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