



## MASTER COURSE OUTLINE

A. ESLA 1040 Advanced 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 college texts. The learner will practice applying strategies to increase reading comprehension skills, reading speed, and vocabulary range. The learner will actively study vocabulary in college texts. Passing will require a 70% mastery or letter grade C-. Prerequisites: Completion of ESLA 1030 with a grade of 70% or letter grade C- or higher. ***Students who earned less than 70% in ESLA 1030 are ineligible to register for ESLA 1040.*** For students who have not completed ESLA 1030, prerequisites include any of the following test scores: ESL Accuplacer Reading score of 86 or higher; TOEFL iBT score of 40 or higher; TOEFL Paper score of 433 or higher; IELTS Academic Module score of Band 4.0 or higher; IELTS General Training Module score of Band 5.0 or higher. A grade of 70%, or letter grade C- or higher is required to enroll in ENGL 0960.  
**(3 Cr- 3 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:

This course is designed to support multilingual learners for whom English is an additional language in the linguistic skills needed to read college texts in English. This class may be paired with a co-requisite course such as SPCH 1310 Intercultural Communication, CCSL 1000 First Year Experience, and ENGL 0960 English College Prep II. Reading skills covered in this course will be taught just in time, as needed to support assignments in college classes and may include:

Reading Strategies:

- Pre-reading strategies such as skimming to determine text type and pattern of organization
- While-reading strategies such as annotating or highlighting main ideas

- Post-reading strategies such as discussing inferences of main ideas

#### Language Skills for Reading

- Comprehend the meaning of language structures and common to academic texts such as passive constructions and nominalizations, e.g., complex adjective and verb clauses condensed into one abstract noun

#### Vocabulary Building

- Understand and recognize word forms
- Understand meanings of common prefixes and suffixes and relationships to word forms

#### F. GOAL TYPE, OBJECTIVES, AND OUTCOMES:

<u>GOAL</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
<u>**Critical Thinking</u>	analyze the logical connections among the facts, goals and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.	1. recognize differences and similarities between the author's and students' cultural assumptions through class discussions 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 a text during group discussions and share reading strategies with other learners.
<u>CS</u>	utilize reading strategies to enhance comprehension of texts.	1. demonstrate pre-reading, while reading, and post-reading strategies in class activities and marked assignments. 2. select and apply reading strategies during reading comprehension assessments.

#### 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

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

<b>**Riverland Community College Core Themes</b>	<b>MnTC Goal Number</b>
Critical Thinking	<b>2</b>
Human Diversity	<b>7</b>
Global Perspective	<b>8</b>
Ethical and Civic Responsibility	<b>9</b>
People and the Environment	<b>10</b>

\*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.