

_____SOUTH SEATTLE COMMUNITY COLLEGE_____

Basic & Transitional Studies

COURSE OUTLINE

Revision: (Don Bissonnette, Blanca Farrelly, Barbara Silas) August 2009

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| DEPARTMENT: | Basic and Transitional Studies Division |
| CURRICULUM: | Transitional English as a Second Language |
| COURSE TITLE: | College Preparatory English for Non-Native Speakers, Reading II |
| COURSE NUMBER: | ESL 096 |
| TYPE OF COURSE: | Pre-College English as a Second Language |
| COURSE LENGTH: | One Quarter |
| CREDIT HOURS: | 3 to 5 (Variable Credit) |
| LECTURE HOURS: | 33 - 55 |
| LAB HOURS: | 0 |
| CLASS SIZE: | 25 |
| PREREQUISITES: | ESL COMPASS Grammar 83 minimum to 90 ESL COMPASS Reading 83 minimum to 90 Combined ESL COMPASS 241 to 266 |
| COURSE DESCRIPTION: | This course is designed for non-native speakers of English in reading to increase their reading comprehension and speed, improve vocabulary, and build confidence using college preparatory materials and to respond to readings using academic vocabulary in written responses. Concurrent enrollment in ESL 086 and ESL 097 required. |

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STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication -
Read and listen actively to learn and communicate.
Speak and write effectively for personal, academic and career purposes.
2. Human Relations -
Use social interactive skills to work in groups effectively.
Recognize the diversity of cultural influences and values.
3. Critical Thinking and Problem Solving -
Think critically in evaluating information, solving problems and making decisions.
4. Personal Responsibility -
Be motivated and able to continue learning and adapt to change.
Value one's own skills, abilities, ideas and art.
Take pride in one's work.
5. Information Literacy -
Access and evaluate information from a variety of sources and contexts, including technology.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will be able to:

1. demonstrate a mastery of all ESL 094 objectives;
2. show an increase in academic vocabulary;
3. successfully read and understand academic text selections from a variety of disciplines;
4. respond to readings in the form of written reports;
5. evaluate reading sources for credibility and authenticity;
6. recognize patterns of organization (rhetorical forms);
7. demonstrate reading to learn skills (text marking and note taking using various types of graphic organizers);

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Topical Outline:

- I. General Introduction and Overview
- II. Review of ESL 094 Course Objectives
- III. Reading Comprehension of Academic Text Selections
- IV. Written Reading Responses
- V. Evaluation of Reading Sources
- VI. Recognition of Rhetorical Forms
- VII. Reading to Learn Skills
- VIII. An Increase in Academic and Other Vocabulary

BATS Transitional II reading Objectives

R-T2.1 b Reads and understands unfamiliar, authentic texts in a variety of genres using appropriate reading strategies with little or no difficulty.

R-T2.2.b Locates the main idea and supporting details in unfamiliar texts independently with little or no difficulty.

R-T2.3 b Independently uses textual signals (e.g. bold, italics, headings, illustrations) to identify key vocabulary and concepts in academic and technical texts with little or no difficulty.

R-T2.4 b Locates appropriate sources for a guided research topic and extract relevant information with difficulty.

R-T2.5 b Independently applies a variety of vocabulary acquisition techniques to unfamiliar texts with some difficulty.

R-T2.6 b Uses inference to analyze and draw conclusions from unfamiliar texts independently.

R-T2.7 b Reacts personally to reading materials by making judgments and associating new ideas to one's own life.

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