

## **ESOL 044**

### **Advanced ESOL Reading**

3 contact hours

## Community College of Baltimore County Common Course Outline

### Description

**ESOL 044 – Advanced ESOL Reading:** teaches students to become active readers by using a variety of strategies to comprehend advanced texts and formulate critical responses through writing and speaking. Through both intensive and extensive reading, students begin to make connections to academic disciplines and their personal experiences. Students develop academic vocabulary and study skills, introductory research skills, and multimedia literacy. Disciplinary literacy is developed through thematic course content that reflects the diversity of the student population, the global nature of society, and the expectations of college-level courses.

**Pre-requisites:** ESOL 032, ESOL 033 and ESOL 034 or placement into ESOL 042.

### Overall Course Objectives

Upon completion of this course, students will be able to:

1. respond to a range of advanced, theme-based readings, multimedia, and other materials on global, social and cultural topics, orally and in writing;
2. construct critical responses to texts by drawing on formation from personal experience and course materials;
3. analyze how a text is situated socially, politically, and historically within a cultural context;
4. apply before-, during-, and after-reading strategies for advanced-level texts;
5. apply study skills to comprehend advanced-level texts;
6. employ strategies for making inferences in advanced-level texts;
7. determine vocabulary meaning from context in advanced-level texts;
8. integrate advanced vocabulary, including changing some forms as needed, into critical responses to advanced-level texts;
9. interpret texts such as graphs, charts, maps and images;
10. Demonstrate awareness of an author's tone and argument in advanced-level texts;
11. prepare an oral academic presentation through the use of multimedia, either individually or with a group;
12. research theme-based topics using online and library sources and various forms of media;
13. employ technology-based tools (including but not limited to electronic dictionaries and thesauruses) to aid in comprehension; and
14. use technology, including the Learning Management System (LMS), to enhance language skills, read course content, conduct research, and produce written work.

The Common Course Outline (CCO) determines the essential nature of each course.  
For more information, see your professor's syllabus.

## **Major Topics**

- I. Academic and global contexts
  - a. Academic discourse, academic culture, and disciplinary literacy
  - b. Global, social, and cultural issues and perspectives
- II. Reader response
  - a. Critical response
  - b. Summarizing
  - c. Paraphrasing
- III. Reading strategies
  - a. Before reading strategies/previewing a text
    - i. Establishing a purpose
    - ii. Making predictions
    - iii. Building and activating background knowledge
  - b. During reading strategies
    - i. Testing predictions/hypotheses
    - ii. Skimming for main ideas
    - iii. Scanning for specific information
    - iv. Using context clues to increase comprehension
    - v. Making inferences
    - vi. Visualizing
    - vii. Self-questioning
    - viii. Inferring vocabulary meanings from content
  - c. After reading strategies
    - i. Making connections to other academic disciplines and personal experiences
    - ii. Verifying predictions
- IV. Study Skills
  - a. Annotation
  - b. Note-taking
  - c. Outlines
  - d. Graphic organizers
  - e. Test-taking strategies
  - f. Dictionaries
- V. Vocabulary development
  - a. Academic Word List vocabulary
  - b. Word families, prefixes, suffixes, and word roots
  - c. Collocations
  - d. Connotation
- VI. Text structure
  - a. Central idea
  - b. Support for central idea
  - c. Author's point of view, arguments, and counterarguments
- VII. Media literacy
  - a. Navigating multimedia
  - b. Critically evaluating multimedia
  - c. Creating or manipulating multimedia

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## VIII. Research skills

- a. Online plagiarism detection tools
- b. Basic concepts of plagiarism
- c. Introduction to use and integration of quotes
- d. Basic source citation
- e. Online and library sources for research topics

### **Course Requirements**

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

#### Assessment

- Three tests.
- Eight activities, projects and assignments, such as journals and discussion boards, that incorporate reading strategies and vocabulary work.
- Two oral academic presentations using multimedia, either individually or with a group.
- One extensive reading project.

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Grading Policy: to complete the course successfully, a student must earn an average of 70% or higher.

### **Other Course Information**

ESOL 042, ESOL 043 and ESOL 044 are courses in the third level of the four-level ESOL program of study.

Students are required to use instructional technology in ESOL 044, including the college's LMS.

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