

**NOVA COLLEGE-WIDE COURSE CONTENT SUMMARY
ESL 32 – READING I (5 CR.)**

Course Description

Helps students improve their reading comprehension and vocabulary development. Improves students' reading proficiency to a level which would allow the students to function adequately in ESL Level 4 and other college classes. Credits are not applicable toward graduation. Lecture 5 hours per week.

General Course Purpose

Reading Improvement I is an intermediate level ESL course designed to improve the reading ability of students by concentrating on the areas of word attack skills and comprehension. Modern techniques, equipment, and materials are employed. Emphasis is placed on reading and responding to readings in written form. Students may re-register for this course in subsequent semesters as necessary until they complete the course objectives.

Course Prerequisites/Corequisites

Prerequisite: An English placement test recommendation for ESL Level 3 or successful completion of ESL 22.

Course Objectives

Goal 1 - Students will acquire the reading, writing, speaking, and listening skills necessary to succeed in the reading-related requirements of high intermediate ESL reading courses and some other college courses.

Objectives

Using reading materials appropriate for the level of instruction, including both fiction and non-fiction, students will be able to:

- A. relate new information to prior knowledge
- B. make predictions about the content of materials they are given to read
- C. differentiate main ideas from major and minor supporting details in written materials
- D. demonstrate increased word power on a continuous basis by successfully using context clues, the dictionary, and their knowledge of word parts
- E. make inferences

Goal 2 - Students will integrate their reading, writing, speaking, and listening skills to promote thinking and learning.

Objectives

Using reading materials appropriate for the level of instruction, including both fiction and non-fiction, students will be able to:

- A. develop an awareness of their reading processes
- B. comprehend the literal meaning in different types of readings for different purposes

- C. paraphrase and summarize text without plagiarizing or changing the substantive meanings
- D. take notes from different types of writing and from lectures

Goal 3 - Students will be active, independent learners able to apply integrated strategies appropriate to the reading-related task.

Objectives

Using reading materials appropriate for the level of instruction, including both fiction and non-fiction, students will be able to:

- A. differentiate among facts, opinions, assumptions, and inferences in reading, writing, and speaking
- B. demonstrate the ability to draw valid conclusions from a variety of reading tasks

Goal 4 - Students will increase their self-confidence in their ability to be effective readers.

Objectives

Using reading materials appropriate to level of instruction, including both fiction and non-fiction, students will be able to:

- A. contribute successfully as members of an academic learning-study group
- B. develop goal-setting strategies for completing reading tasks
- C. identify individual strengths in reading

Goal 5 - Students will understand the role of reading in their academic, professional, and personal lives.

Objectives

- A. comprehend and appreciate a variety of written materials for various purposes
- B. demonstrate an awareness of a variety of roles as readers

Major Topics to be Included

A. Comprehension Skills

- 1. Identifying main ideas
- 2. Locating supporting details
- 3. Recognizing organizational patterns
- 4. Drawing conclusions and making inferences
- 5. Writing summaries
- 6. Analyzing literature
- 7. Responding effectively to reading

B. Vocabulary Development

- 1. Using the dictionary
- 2. Applying structural analysis
- 3. Using contextual clues
- 4. Expanding vocabulary through extensive reading

C. Study Skills:

1. Developing notetaking skills
2. Informal outlining
3. Paraphrasing
4. Developing test-taking strategies
5. Library use
6. Working in study groups
7. Computer use

D. Understanding the Reading Process

1. Recognizing and improving reading and learning habits
2. Recognizing the need for flexible reading and processing rates
3. Responding in journal writing