

**NOVA COLLEGE-WIDE COURSE CONTENT SUMMARY  
ESL 42 – READING II (5 CR.)**

**Course Description**

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

**General Course Purpose**

Reading Improvement II is a high intermediate level ESL course designed to improve the reading ability of students and build such skills as vocabulary development, comprehension and basic study skills. Modern techniques, equipment and materials are employed. Emphasis in the course is 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 and Co-requisites**

Prerequisite: An English placement test recommendation for ESL Level 4 or successful completion of ESL 32.

**Course Objectives**

**Goal 1** - Students will acquire the reading, writing, speaking, and listening skills necessary to succeed in the reading-related requirements of advanced 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. skim and scan for specific reading purposes
  - D. differentiate main ideas from major and minor supporting details in written materials
  - E. recognize text patterns
  - F. draw valid conclusions from a variety of graphic aids
    - 1. maps
    - 2. charts
    - 3. graphs
    - 4. diagrams
- 
- A. demonstrate increased word power on a continuous basis by successfully using context clues, the dictionary, and their knowledge of word parts
  - B. 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, student will be able to:

- A. define 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, student will be able to:

- A. differentiate among facts, opinions, assumptions, and inferences in reading, writing, and speaking
- B. identify the kind of information they need, locate the resources that have it, and retrieve it from them so that they can share it with others in an organized way when given a particular topic
- C. 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 for the level of instruction, including both fiction and non-fiction, student will be able to:

- A. contribute successfully as members of an academic learning-study group
- B. develop goal-setting strategies for academic success
- 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 the ability to assume 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. Distinguishing fact and opinion

5. Drawing conclusions and making inferences
6. Writing summaries
7. Analyzing literature
8. Responding affectively to reading

A. Vocabulary Development

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

A. Study Skills:

1. Developing note-taking skills
2. Informal outlining
3. Paraphrasing
4. Developing test-taking strategies
5. Library use
6. Computer use
7. Research skills
8. Study groups

A. 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