

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

VCSS 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

- To improve the reading ability of students by concentrating on the areas of word attack skills and comprehension. Emphasis is placed on reading and responding to readings in written form.

Course Prerequisites and Corequisites

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

Corequisites: ESL 31 and 33; corequisites are not required to be taken in the same semester

Course Objectives

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

Objectives

Using reading materials on an intermediate to high-intermediate level, including both fiction and non-fiction, students will be able to:

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

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:

- develop an awareness of their reading processes
- comprehend the literal meaning in different types of readings for different purposes
- paraphrase and summarize text up to one page in length without plagiarizing or changing the substantive meanings
- improve strategies for annotations

Goal 3 - Students will be able to independently apply active reading strategies appropriately.

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. develop collaborative academic skills, such as discussion skills and negotiation
- 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

Students will be able to:

- A. comprehend and appreciate a variety of written materials for various purposes

Major Topics to be Included

- Comprehension skills
 - identifying main ideas
 - locating supporting details
 - recognizing organizational patterns
 - drawing conclusions and making inferences
- Writing summaries
 - analyzing literature
 - responding effectively to reading
 - distinguishing fact and opinion
 - paraphrasing text up to 1 page
- Vocabulary development
 - using the dictionary
 - identifying and using word forms appropriately
 - using contextual clues
 - expanding vocabulary through extensive reading
- Study skills
 - developing notetaking skills
 - informal outlining
 - developing test-taking strategies
 - working in study groups
 - computer use
 - understanding and following oral and written directions
- Understanding the reading process
 - recognizing and improving reading and learning habits
 - recognizing the need for flexible reading and processing rates
 - responding in journal writing