COURSE OUTLINE OF RECORD

Number: ENGW G030  TITLE: Guided Reading Development

ORIGINATOR: Sacha Moore  EFF TERM: Summer 2010
FORMERLY KNOWN AS: ENGL 024, ESL 024  DATE OF OUTLINE/REVIEW: 05-01-2005

CROSS LISTED COURSE:

SEMESTER UNITS: 1.0
HRS LEC: 0.0  HRS LAB: 18.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 18.0
STUDY NON-CONTACT HRS RECOMMENDED: 0.0

CATALOG DESCRIPTION:
A course for the development of reading, writing and vocabulary skills for students of all levels: beginning ESL to native speakers. Open entry/open exit.

JUSTIFICATION FOR COURSE:

PREREQUISITES:
COREQUISITES:
ADVISORIES:
ASSIGNED DISCIPLINES:
   ESL
   English
   Reading

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [ ] Credit - Not Degree Applicable [X]
GRADING POLICY: Pass/No Pass [X]  Standard Letter [ ]  Not Graded [ ]  Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [X] No [ ]
TRANSFER STATUS: CSU Transferable[ ]  UC/CSU Transferable[ ]  Not Transferable[X]
BASIC SKILLS STATUS: Yes [X] No [ ]  LEVELS BELOW TRANSFER: 3 levels below transfer level

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E
REPEATABLE ACCORDING TO STATE GUIDELINES: No [X]  Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [X]  Yes [ ]
GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. use a dictionary to find correct meanings, forms, and usages.
2. demonstrate improved ability of general English language fluency.
3. demonstrate improved ability in reading comprehension.
COURSE OBJECTIVES:

1. Demonstrate improved ability of general English language fluency.
2. Demonstrate improved ability in reading skills: a. reading for pleasure compared to skimming for information and reading for academic purposes b. sustained silent reading; WP and previewing c. checking reading comprehension; predicting; scanning; skimming d. improving reading speed; clustering word groups; becoming an active reader
3. Demonstrate improved ability in vocabulary skills: a. using a dictionary to find correct meanings, forms and usages b. deciphering vocabulary from contextual clues c. using vocabulary correctly in original sentences
4. Demonstrate improved ability in the grammar, mechanics, construction of sentences in and use of English.
5. Demonstrate improved ability to critically respond in writing to a text and analyze the literary merits of a text in terms of: a. intent of the author b. metaphors, similes c. point of view d. setting e. plot f. characterization g. mood h. tone i. theme

COURSE CONTENT:

LECTURE CONTENT:

After enrolling in a ticketed section of ESL 024 or English 024, students will be able to meet with instructors in the Writing Center to discuss their readings, responses to the readings and vocabulary sentences. Students will be guided toward reading and writing assignments which increase their pleasure and appreciation for reading and simultaneously expand their proximal zone of development.

The procedure leading toward those goals and objectives will be as follows:

A. Student completes the prereading questionnaire.

B. Student meets with an instructor to discuss reading skills, the course procedure and selection of appropriate reading material to meet the student's needs.

C. Students will periodically meet with instructors at least 10 times to discuss their reading experiences, responses to the readings and have questions answered pertaining to reading skills, analysis of literature, grammar skills and vocabulary usage. Ending each of those conferences, students may be given modular assignments appropriate to their level addressing aspects of reading skills, responding to literature, grammar, writing skills and vocabulary usage as listed above under "Course Objectives."

D. Upon completion of assigned reading materials, students will complete the "Final Reading Questionnaire."

LABORATORY CONTENT:

After enrolling in a ticketed section of ESL 024 or English 024, students will be able to meet with instructors in the Writing Center to discuss their readings, responses to the readings and vocabulary sentences. Students will be guided toward reading and writing assignments which increase their pleasure and appreciation for reading and simultaneously expand their proximal zone of development.

The procedure leading toward those goals and objectives will be as follows:

A. Student completes the prereading questionnaire.

B. Student meets with an instructor to discuss reading skills, the course procedure and selection of appropriate reading material to meet the student's needs.

C. Students will periodically meet with instructors at least 10 times to discuss their reading experiences, responses to the readings and have questions answered pertaining to reading skills, analysis of literature, grammar skills and vocabulary usage. Ending each of those conferences, students may be given modular assignments appropriate to their level addressing aspects of reading skills, responding to literature, grammar, writing skills and vocabulary usage as listed above under "Course Objectives."
D. Upon completion of assigned reading materials, students will complete the "Final Reading Questionnaire."

METHODS OF INSTRUCTION:

A. Lab:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

A. Students will be required to spend an average of one hour a week completing the assignments in the modular course. Students may be either referred by a classroom instructor or be self-referred. In either case, they will work with a Writing Center instructor for diagnosis of remediation needs and design of the modular assignment. Components of the course will be drawn from the Course Scope and Content on the previous pages.

Readings and activities will vary according to student remediation needs but will include self-selecting approved reading materials with a focus on materials which the student enjoys but which also expand the student's development of English language fluency and appreciation of literature. Lists of appropriate books and novels and some materials will be available in the Writing Center.

Out-of-class Assignments

When appropriate to their modular course, students will be assigned to read essays for analysis of content or as models for their own writing assignments and to study English handbook lessons. Finally, they may be asked to attend Writing Center seminars on topics included in their modular plan.

Writing Assignments

Activities will vary according to student remediation needs but will include generating sentences, paragraphs and short essays; completing exercises on punctuation, usage and sentence construction; and ongoing consultation with instructor for diagnosis and evaluation of completed work (both classroom and Writing Center assignments).

METHODS OF STUDENT EVALUATION:

Written Assignments
Problem Solving Exercises
Skills Demonstration

Demonstration of Critical Thinking:

Students will be given questions appropriate to their level and which require them to apply the concepts of standard English usage to all college writing assignments. Moreover, they will develop critical thinking and problem solving skills in approaching reading assignments and determining the best reading skills to utilize for the material. In approaching writing assignments, they will, appropriate to their level, analyze the content, intent of the author, use of metaphors and similes, point of view, setting, plot, characterization, mood, tone and theme and determine the best method of organizing and presenting their answers in writing.

Required Writing, Problem Solving, Skills Demonstration:

Activities will vary according to student remediation needs but will include generating sentences, paragraphs and short essays; completing exercises on punctuation, usage and sentence construction; and ongoing consultation with instructor for diagnosis and evaluation of completed work (both classroom and Writing Center assignments).

TEXTS, READINGS, AND RESOURCES:
LIBRARY:
   Adequate library resources include:
   Comments:
Attachments:
   Attached Files