



# EFFECTIVE: SEPTEMBER 2005 CURRICULUM GUIDELINES

Division: Educational Services      Effective Date: September, 2005

**B.** Department / Program Area: Student Development / English as a Second Language

Revision:  New Course

If Revision, Section(s) Revised: F,G,H,I,J,M,N,P,Q

Date of Previous Revision: September 2000

Date of Current Revision: June 2004

**C:** EASL 0465      **D:** College Preparatory Reading Skills for Students of English as a Second Language      **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits
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<p><b>F:</b> Calendar Description:</p> <p>This reading course is for EASL students who wish to upgrade their reading skills in order to continue their education. The course is designed for advanced level students who need to read academic materials efficiently.</p> <p style="text-align: center;">guments.</p>		
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**G:** Allocation of Contact Hours to Type of Instruction / Learning Settings      **H:**

Primary Methods of Instructional Delivery and/or Learning Settings:

Whole class instruction/small group and individual activities  
Classroom

Number of Contact Hours: (per week / semester for each descriptor) 4

Number of Weeks per Semester: 15

which this Course is a Prerequisite
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**K:** Maximum Class Size:

18



<p><u>Classroom Skills</u></p> <ol style="list-style-type: none"> <li>1. To take responsibility for the following:             <ol style="list-style-type: none"> <li>i) attendance and punctuality</li> <li>ii) class work and assignments</li> <li>iii) participation and teamwork</li> </ol> </li> </ol>
<p><b>O:</b> Methods of Instruction          The instructor will observe and evaluate students' development and participation in reading and writing activities.          Whole and small group instruction will be combined with individual assistance and student-directed learning. Students will receive assistance with reading difficulties that arise from lack of familiarity with the structure, lexicon and cultural content of the reading passages. Students will participate in the setting of goals by identifying their communicative and language development needs, and will participate in the selection of learning acuties.</p>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students          Students will be required to purchase a textbook to be determined by the instructor.</p>

- Q:** Means of Assessment
1. Complete assigned skill-development tasks
  2. Prepare a file of self-selected and teacher selected materials (expository, opinion, research, literature) for oral and written activities  
 This file should include:
    - i) notes on materials
    - ii) vocabulary lists
    - iii) written assignments which demonstrate development of critical reading skills
    - iv) reference lists (APA style)
  3. Develop a file of writing, all word processed, that meets specified criteria for content and organization, language use and accuracy, and format. This file should include:
    - i) at least one summary
    - ii) at least one summary/analysis
    - iii) at least one outline of a research essay
    - iv) at least one comparative analysis of arguments on a common issue
 This file could include:
    - i) a summary of an experiment/research report
    - ii) a response to literature documented MLA style
  4. In class, read and complete tasks based on readings
  5. Complete quizzes , both skill based and content based
  6. Complete at least one self-assessment of learning strategies, progress, and classroom skills to be discussed with the instructor
  7. Complete tasks to a specified level of accuracy

This is a college preparatory course. A mastery model of on-going evaluation will be used. A student will reach mastery when s/he has demonstrated through satisfactory completion of exercises, assignments and other assessments that the course objectives have been achieved.

Where formal tests of specific skills are used, mastery will be defined as a score of 70% or more. Progress will be monitored on a regular basis by the instructor in consultation with each student.