



## ESL 1040

**Division:** Humanities

**Department:** ESL

**Course:** ESL 1040

**Title:** Level 3 Content-based Reading

**Catalog Description:**

This course focuses on the development of reading skills needed by students particularly who plan to participate in academic classes in colleges and universities. All Level 3 ESL students, even those who are not college bound, will benefit from the class, since some emphasis will be placed on reading for entertainment and general information. Students will read and discuss a variety of authentic texts and articles and be introduced to specific discourse markers. The course will also contribute to vocabulary development. Prereading activities, classroom discussions, comprehension checks, reports and quizzes will be used to help students develop and improve their reading skills.

**General Education Requirements:** N/A

**Semesters Offered:** Fall, Spring, Summer, Fall 1, Fall 2, Spring 1, Spring 2

**Credit/Time Requirement:** Credit: 2; Lecture: 4; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** Successful completion of ESL 0441 or placement in ESL 1040 through the department's English Placement Exam.

**Justification:**

The ESL Department at Snow College houses the intensive ESL program. The four level program provides instruction for students at Levels 1, 2, 3, and 4 (elementary through exiting levels). This course is a core course for Level 3. This course prepares ESL students for the academic reading that will make up an integral part of their study in regular college classes. It is a prerequisite for entry into Level 4 at Snow College.

**Student Learning Outcomes:**

Upon successful completion of this course, students will:

- know and use strategies which will help them be able to approach academic readings and successfully comprehend them
- make significant gains in vocabulary usage, especially in the content areas.

**Content:**

- Readings will be selected from the text's major areas:
  - world health
  - the challenge of diversity
  - aspects of language

- earth
  - education
  - family life in the U.S.
- readings from academic texts, periodicals, literature, etc. will also be read and discussed at regular times and will focus on areas not covered by the text or on items of current interest.

### **General Education Outcomes:**

1) Read effectively, constructively, and critically.

Students learn to pre-read, skim, scan, read for the main idea, read for details. Students learn techniques for reading skills such as questioning, outlining, and summarizing.

2) Write clearly, informatively, and persuasively.

Students write summaries of readings presented in class and also of books they read outside of class.

3) Speak effectively in a variety of contexts.

Students present what they have read in oral reports in class. Students discuss readings in class discussions.

### **Key Performance Indicators:**

Student grades will be based on quizzes, tests, homework assignments, reports and discussions. In order to pass the course, students must demonstrate a B mastery of course materials. Students who earn a grade below B will be required to repeat the course.

### **Representative Text and/or Supplies:**

- Kenneth J. Pakenham, *Making Connections An Interactive Approach to Academic Reading*, current edition, New York: St. Martin's Press, Inc.

**Optimum Class Size:** 10

**Maximum Class Size:** 20

**Signatures:**

I hereby submit this course syllabus:

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Diane Ogden, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the ESL Department:

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Diane Ogden, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

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Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)