

**Cañada College**  
**Official Course Outline**

1. **COURSE ID:** ESL 913    **TITLE:** Reading and Listening - Speaking III  
**Units:** 5.0 units    **Hours/Semester:** 80.0-90.0 Lecture hours; 160.0-180.0 Homework hours; 240.0-270.0 Total Student Learning hours  
**Method of Grading:** Letter Grade Only  
**Prerequisite:** ESL 912 or appropriate score on the College Language Placement Test or other multiple measures assessment.
  
2. **COURSE DESIGNATION:**  
**Non-Degree Credit**  
**Transfer credit:** none
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
Introduces students to high-intermediate integrated practice in reading, speaking and listening for academic English. Special attention is paid to advanced vocabulary and comprehension of original authentic readings and lectures. The course is designed to prepare students for college-level entry courses.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
Upon successful completion of this course, a student will meet the following outcomes:
  1. Deliver effectively at least one high-intermediate oral presentation of at least five minutes.
  2. Interpret accurately high-intermediate course texts and/or lectures orally and in writing.
  3. Utilize academic resources and study skills to support ESL academic coursework at the high-intermediate level.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
Upon successful completion of this course, a student will be able to:
  1. Analyze, evaluate and interpret course texts and lectures through small group and class discussions and presentations at the high-intermediate level.
  2. Analyze, evaluate and interpret course texts and lectures through a variety of written assignments at the high-intermediate level.
  3. Apply and evaluate public-speaking skills to presentations of at least five minutes.
  4. Access WebSmart, Canvas, and My.Smccd email and use study skills such as prereading strategies, time management strategies, goal setting, and reflection.
  
6. **COURSE CONTENT:**  
**Lecture Content:**
  1. Pre-reading strategies applied to high-intermediate-level content:
    - A. Previewing
    - B. Skimming
    - C. Scanning
    - D. Predicting through images, graphical representations, and texts
  2. Reading strategies applied to high-intermediate-level content:
    - A. Recognizing the main idea, supporting details and inferences
    - B. Chunking
    - C. Guessing meaning from context
      - a. Connotation
      - b. Denotation
    - D. Identifying text organization (transitions)
    - E. Using grammatical clues to construct meaning
    - F. Increasing reading speed
    - G. Tolerating ambiguity
    - H. Schema building
  3. Post-reading strategies applied to high-intermediate-level content:
    - A. Recognizing the author's purpose and bias
    - B. Differentiating between fact and opinion
    - C. Responding to questions

- D. Using graphic organizers
- E. Paraphrasing
- F. Summarizing
- G. Annotating texts
- 4. Strategies for out of class readings
- 5. High-intermediate-level vocabulary development based on the Academic Word List
  - A. contextual clues
  - B. grammatical clues
  - C. related word forms
  - D. word families
  - E. affixes
- 6. Listening skills applied to high-intermediate-level content in the following areas:
  - A. Lecture
  - B. Note-taking skills (strategies and models)
  - C. Group discussions
  - D. Whole-class discussions
  - E. Public discourse
- 7. Speaking skills applied to high-intermediate-level content in the following areas:
  - A. Oral presentations
  - B. Individual and/or group presentations
  - C. Formal and informal public speaking
  - D. Conversations
  - E. Discussions
    - a. Responding to comments and questions
    - b. Asking questions for clarification
    - c. Expressing opinions
    - d. Providing examples
    - e. Interrupting
    - f. Agreeing and disagreeing
- 8. Overview and activities on academic support services
  - A. Canvas
  - B. Tutoring
  - C. Library research
  - D. E-Portfolios
  - E. Student support services
    - a. WebSMART
    - b. My.smccd
    - c. Counseling

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Discussion
- E. Field Trips
- F. Guest Speakers

**8. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

- A. Write answers (several sentences/brief paragraphs for each answer) to 5-10 comprehension questions, discussion questions, and/or critical thinking questions based on the course textbook and novel weekly.
- B. Write paragraphs of at least a half-page in length to summarize and/or reflect on the readings from the textbook, lectures, and novel bi-weekly.
- C. Reflect on reading strategies and newly learned concepts and vocabulary in a one-page reader's journal bi-weekly.
- D. Write a one-page response to a movie or movies related to course themes at least once a semester.

**Reading Assignments:**

- A. Read 15-20 pages of course textbooks (or supplemental material related to textbook themes) per week.

- B. Read 15-20 pages of a novel per week and complete comprehension questions, discussion questions, and vocabulary exercises based on the readings.

**Other Outside Assignments:**

- A. Meet with a Library research assistant at least once a semester to collect at least one page of notes for an oral or written assignment.  
B. Perform guided conversations with native speakers and write 1-page responses at least once a semester.

**To be Arranged Assignments:**

- Not applicable.

**9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Group Projects
- D. Homework
- E. Oral Presentation
- F. Portfolios
- G. Projects
- H. Quizzes
- I. Written examination

**10. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Craven, M., K. D, Sherman. *Q Skills for Success 3 Listening & Speaking Student Book*, 2nd ed. New York: Oxford University Press, 2015
- B. Miller, J.L. and Cohen R.F.. *Longman Academic Reading Series Book 3: Reading Skills for College with Essential Online Resources*, 1st ed. White Plains, New York: Pearson Education, Inc., 2017
- C. Jaramillo, Ana. *La Linea*, 1st ed. New Milford, Conn: Roaring Book Press, 2008

**Origination Date:** August 2020

**Curriculum Committee Approval Date:** September 2020

**Effective Term:** Fall 2021

**Course Originator:** Katherine Schertle