Objectives of the course:
Students in ESL 011 will develop intermediate skills for reading academic English with understanding which can be applied to the arts and sciences. The instructional objectives are:

I. Following completion of chapter assignments, classroom instruction, and individual activities involving the reading of chapters, articles, and short passages students will be able to:

Vocabulary:
1. Understand the purpose of the text’s glossary
2. Identify keywords in sentences
3. Locate context clue signals for: definition, exemplification, contrast, supporting details, cause-effect, and contrast.
4. Understand the vocabulary of numbers
5. Recognize synonyms and collocation

Interaction with the text:
1. Preview an article
2. Define a purpose for a reading assignment
3. Associate new material to previous knowledge
4. Scan for key ideas to answer a question and to increase reading rate
5. Interpret graphics
6. Annotate text

7. Ask questions while reading

8. Outline a topic and provide the main idea and supporting details

9. Recognize the coherence between sentences and paragraphs (inter-sentential and intra-sentential)

10. Rephrase and summarize a reading

**Academic Integrity:**
Recognize the author’s purpose for inclusion of References, pp. 265-268; Note their currency, authority and relevance to the text article.

**Reading in a second/other language:**
- Examine cultural differences in the treatment of reading topics
- Recognize American English idiomatic expressions

**II. Following instruction designed to develop efficient college reading skills, students will be able to:**

A. Define their purpose for reading assignments.
B. Associate new material to their first language and background knowledge base.
C. Preview, predict and question before close-reading of text.
D. Interact with text by annotating, note taking or mapping.
E. Demonstrate improved vocabulary skill by
   1. Employing idiomatic and cultural specific expressions
   2. Getting word meanings from context
F. Paraphrase and summarize the reading material orally and in writing.
Student requirements for completion of the course:

A. Attendance:
   1. Students are expected to attend all classes
   2. Class begins promptly at 12:30 p.m. Three lates = 1 absence
   3. Students may be withdrawn after 2 absences.
   4. Students are responsible for any assignments by the next ESL 011 meeting date.

B. Completion of assigned readings and class participation in oral and written exercises. Students must bring their ESL 011 texts and materials to each class.

C. Submission on the due date and completion of all homework assignments, with a grade of Satisfactory (75% minimum).

D. Satisfactory completion of the co-requisite RDG LABA class assignments.

E. Mastery of vocabulary assigned from the texts.

F. A minimum grade of 75% on each of four exams. The dates may be changed with one week warning by Prof. McConnell.

Grading Practices:
The professor’s final analysis of each student’s academic achievement will be in accordance with the following:

A. To earn an ‘S’-Satisfactory (min. 75%) grade a student must achieve at least 75% on all graded homework and three exams. Note: a separate grade will be given by the instructor for the RDG LABA.

B. Students making progress but not able to meet the above criteria for an ‘S’ will receive a grade of ‘R’-REPEAT—and must re-register for the same course in a subsequent semester.

C. Students who are not meeting the criteria for an ‘S’ will receive a grade of ‘U’ – UNSATISFACTORY—and must meet with the ESL Coordinator (Professor Cash-McConnell).

Grading:
Homework assignments                20%
Four exams                            80%
                                      100%
Required texts and materials for ESL 011, sec. 95579

3. Longman Advanced American Dictionary with CD-ROM

Other materials:
- A notebook for class notes and loose leaf notebook paper
- Pens, pencils, highlighters
- A folder for your loose leaf notes
- File cards (for vocabulary study) recommended size: 3 x 5”
# ESL 011-ESL College Reading

## Outline of Text Topics

### Week 1
**Unit 1: The News Media**
- Skills and Strategies 1: Understanding Vocabulary in Context  
  - Page 2
- Reading 1: The News Media in the Past  
  - Page 7
- Reading 2: The History of Electronic Media  
  - Page 13

### Week 2
**Unit 1 (continued)**
- Skills and Strategies 2: Finding Main Ideas  
  - Page 20
- Reading 3: Citizen Journalism  
  - Page 24
- Reading 4: Ethical Reporting  
  - Page 30
- Making Connections  
  - Page 38

### Week 3
**Unit 2: Education**
- Skills and Strategies 3: Using the Dictionary  
  - Page 42
- Reading 1: Education around the World  
  - Page 46
- Reading 2: Testing in Education  
  - Page 53

### Week 4
**Unit 2 (continued)**
- Skills and Strategies 4: Finding Supporting Details  
  - Page 60
- Reading 3: Alternative Education  
  - Page 64
- Reading 4: Skills for the Twenty-First Century  
  - Page 71
- Making Connections  
  - Page 80

### Week 5
**Exam 1** on Units 1 and 2
Reading literature for fluency: We begin *The Man Who Planted Trees*

### Week 6
**Unit 3: The World of Business**
- Skills and Strategies 5: The Vocabulary of Numbers  
  - Page 84
- Reading 1: Supply and Demand in the Global Economy  
  - Page 87
- Reading 2: The Workforce of the Twenty-First Century  
  - Page 93

### Week 7
**Unit 3 (continued)**
- Skills and Strategies 6: Information in Graphs and Charts  
  - Page 100
- Reading 3: Communication Technology and Global Business  
  - Page 106
- Reading 4: Business and Sustainability  
  - Page 113
- Making Connections  
  - Page 122

### Week 8
**Unit 4: Population Change and Its Impact**
- Skills and Strategies 7: Increasing Reading Speed  
  - Page 126
- Reading 1: Population Trends  
  - Page 129
- Reading 2: Global Migration  
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**Final exam:** Mon. May 17  
**Final day of class:** Wed. May 17