

# ESL R096: COLLEGE READING SKILLS FOR ESL

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**Originator**

ptrujillo

**College**

Oxnard College

**Discipline (CB01A)**

ESL - English as a Second Language (ESL)

**Course Number (CB01B)**

R096

**Course Title (CB02)**

College Reading Skills for ESL

**Banner/Short Title**

College Reading Skills

**Credit Type**

Credit

**Start Term**

Fall 2023

**Formerly**

ESL R095 - College Reading Across the Curriculum

**Catalog Course Description**

This course emphasizes college-level reading materials across the curriculum with training in reading for major details, main ideas, drawing inferences, and conclusions; considering the nature of evidence and knowledge; and interpreting author's tone and purpose. The course includes advanced vocabulary training, rapid reading techniques with improved comprehension. Formal evaluation is used to individualize instruction. Other activities include a mini research project with instruction in documentation and study skills practice.

**Taxonomy of Programs (TOP) Code (CB03)**

1520.00 - Reading

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

C (Not transferable)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

A - One level below transfer

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

2 - Not Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Prerequisites**

Placement as determined by the college's multiple measures assessment process.

**Advisories on Recommended Preparation**

ESL R085

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Successfully use the SQ3R study-reading method or similar method while reading college-level materials across the curriculum.                                     |
| 2 | Recognize both stated and implied main ideas in a paragraph along with important supporting details.  |
| 3 | Use their knowledge of patterns of organization to better comprehend paragraphs and essays.   |
| 4 | Demonstrate their ability to identify inferences in a reading passage by correctly selecting which statements about the reading can be inferred and which cannot. |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Demonstrate increased reading comprehension of content specific materials from a variety of disciplines.  |
| 2 | Demonstrate an expanded vocabulary and understanding of general academic, technical, and domain-specific words and phrases sufficient for reading and writing at the college and career readiness levels. |
| 3 | Read at a faster rate through skimming and scanning skills.   |
| 4 | Discern differences of literary forms with greater knowledge.   |
| 5 | Use critical reading skills to evaluate and judge reading materials.  |
| 6 | Read with comprehension a variety of genres: college textbooks, journal articles, short stories, poetry, essays, newspapers, and commentaries   |

- 7 Employ library research skills to locate information and sources.
- 8 Navigate the college's course management system.
- 9 Determine the literal and implied main idea, theme or conclusions of an expository or academic fiction or non-fiction text and how it is supported by key details.

## Course Content

### Lecture/Course Content

1. Comprehension of content specific materials from various disciplines
  - a. Critical Thinking
    - i. cause and effect
    - ii. fact vs. opinion
    - iii. inference
  - b. Interpretive Skills
  - c. Literary Appreciation
  - d. Author's Purpose
2. Study Skills
  - a. Time management
  - b. Textbook reading in various disciplines
  - c. Test taking
  - d. Listening, note taking, outlining
3. Vocabulary Skills
  - a. Context clues
  - b. Dictionary skills
  - c. Root words
  - d. Compound words
4. Library and online resources
  - a. Orientation to the library
  - b. Access library research database
  - c. Use research and reporting techniques
  - d. Review of plagiarism
  - e. Access and post assignments in college's course management system
  - f. Evaluating academic sources

### Laboratory or Activity Content

N/A

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams  
Group projects  
Individual projects  
Journals  
Objective exams  
Oral presentations  
Portfolios  
Quizzes  
Reports/papers  
Research papers  
Skills tests

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

AVP  
 Class activities  
 Class discussions  
 Collaborative group work  
 Demonstrations  
 Distance Education  
 Field trips  
 Group discussions  
 Guest speakers  
 Instructor-guided interpretation and analysis  
 Instructor-guided use of technology  
 Lecture  
 Small group activities

### Describe specific examples of the methods the instructor will use:

Instructor-led lecture demonstration on study-reading strategies such as SQ3R.  
 PowerPoint presentation on various reading and study skills and their application to college reading across the disciplines.

## Representative Course Assignments

### Writing Assignments

1. Mini research report demonstrating use of library skills
2. Summaries and paraphrasing exercises to practice note-taking and study skills

### Critical Thinking Assignments

Students read and annotate a chapter on primates from the Biological Anthropology textbook using annotating strategies learned in class.

### Reading Assignments

1. Various reading selections from assigned text and other sources to develop reading and study skills.

## Outside Assignments

### Representative Outside Assignments

Students read and annotate a chapter on primates from the Biological Anthropology textbook using annotating strategies learned in class.

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Textbook

**Description**

Langan, John. (2013). *Reading and Study Skills* (10th ). McGraw Hill.

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**Resource Type**

Textbook

**Description**

McWhorter, Kathleen T. (2015). *Reading Across the Disciplines: College Reading and Beyond*, (6th). Pearson. 0321921488

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**Resource Type**

Textbook

**Description**

Karleskint, G., Turner, R., Small, J.W. (2013). *Introduction to Marine Biology* (4th). Brooks/Cole Cengage Learning.

**Resource Type**

Textbook

**Description**

Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. (2012). *Introduction to Physical Anthropology* (2011-2012). Wadsworth Cengage Learning.

**Resource Type**

Other Resource Type

**Description**

Textbook Website for Reading and Study Skills Langan Macgraw Hill.

**Resource Type**

Other Instructional Materials

**Description**

Reading Plus, or similar reading program.

**Library Resources****Assignments requiring library resources**

Orientation to the library  
Access library research database  
Use research and reporting techniques

**Sufficient Library Resources exist**

Yes

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (1%–50% online)  
Hybrid (51%–99% online)  
100% online

**Faculty Certifications**

**Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.**

Yes

**Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.**

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

| Method of Instruction                                 | Document typical activities or assignments for each method of instruction  |
|---|--|
| Asynchronous Dialog (e.g., discussion board)          | Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.   |
| E-mail  | E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts. |
| Face to Face (by student request; cannot be required) | The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.  |
| Other DE (e.g., recorded lectures)                    | A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.  |
| Synchronous Dialog (e.g., online chat)                | A set time each week may be provided when the instructor is available for synchronous chat to answer questions.  |
| Telephone   | Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.   |

### Hybrid (51%–99% online) Modality:

| Method of Instruction                        | Document typical activities or assignments for each method of instruction  |
|--|--|
| Asynchronous Dialog (e.g., discussion board) | Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.   |
| E-mail                                       | E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts. |



|   |   |
|---|---|
| Face to Face (by student request; cannot be required) | The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.     |
| Other DE (e.g., recorded lectures)                    | A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc. |
| Synchronous Dialog (e.g., online chat)                | A set time each week may be provided when the instructor is available for synchronous chat to answer questions.   |
| Telephone   | Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.  |

**100% online Modality:**

| <b>Method of Instruction</b>                          | <b>Document typical activities or assignments for each method of instruction</b>   |
|---|--|
| Asynchronous Dialog (e.g., discussion board)          | Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.   |
| E-mail  | E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts. |
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| Synchronous Dialog (e.g., online chat)                | A set time each week may be provided when the instructor is available for synchronous chat to answer questions.  |
| Telephone   | Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.   |

**Examinations**

**Hybrid (1%–50% online) Modality**

- On campus
- Online

**Hybrid (51%–99% online) Modality**

- On campus
- Online

**Primary Minimum Qualification**

ESL

**Additional Minimum Qualifications**

**Minimum Qualifications**

Reading

**Review and Approval Dates**

**Department Chair**

04/04/2023

**Dean**

04/04/2023

**Technical Review**

04/12/2013

**Curriculum Committee**

04/12/2013

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000599719

**DOE/accreditation approval date**

MM/DD/YYYY