

Revised Spring 2016

Bergen Community College  
Division of Humanities  
Department of English as Second Language

Departmental Syllabus

**ALP-044 American Language I: Reading**

Semester and year:

Course and Section Number: (e.g. ALP 044 - xxx)

Meeting Times and Locations:

Instructor:

Office Location:

Phone:

Departmental Secretary: (optional)

Office Hours:

E-mail Address:

**Course Description**

**ALP-044 American Language I: Reading** is a course in reading for academic purposes for high beginner English language learners. It introduces reading strategies and thinking skills and develops vocabulary to increase reading comprehension.

3 lec., 3 non-degree credits. Prerequisite: ALP – 006; Prerequisite or Co-requisite: ALP-041/042

**Course Texts and/or Other Study Materials:**

Making Connections Low Intermediate, Williams, Cambridge University Press, ISBN: 978-0-521-15216-7

Intermediate Reading Practice, Folse, University of Michigan Press, ISBN 0-472-08206-X

**Student Learning Outcomes:** As a result of meeting the requirements in this course, students will:

- Apply reading strategies and critical thinking to understand and respond to texts.
- Demonstrate an ability to use vocabulary skills to understand texts: use word parts; infer meaning from sentence and paragraph content; use a dictionary.
- Apply basic information literacy skills to find information.

**Means of Assessment:** To determine the extent to which students have achieved the learning outcomes, teachers will evaluate:

- Participations in class discussions
- Homework assignments
- Quizzes and tests
- A departmental final exam
- A research project

At the end of the course, all students take a course-wide final examination. Practice final exams are made available to acquaint the students with test format and content. **The final exam is a multiple choice test. It counts for 30% of a student's grade.**

### Course Content

This course reviews and introduces students to reading strategies that students need at a beginner level of English. Students will demonstrate a developing ability to:

1. Preview informational texts for content and organization;
2. Recognize how new information is related to prior knowledge or experience;
3. Identify signal words (*finally, furthermore, in addition, or, but*) that provide clues to organizational formats such as time order, cause/effect and compare/contrast;
4. Differentiate between main idea and supporting details;
5. Draw conclusions and make inferences based on explicit and implied information;
6. Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (roots, prefixes, suffixes) of words;
7. Use new vocabulary to express opinions and facts;
8. Search the library catalog by title, author, and keyword;
9. Find information using an electronic encyclopedia;
10. Use information in an ethical and legal manner.

**Special Features of the Course** (if any) [to be designated by the instructor]

E.g. the use of learning technologies in the course (Internet, PowerPoint, Moodle, etc.)

**Grading Policy** (to be designated by the instructor)

A student's final grade for the course is based primarily on his/her **performance** on the required work for the course (homework, reading tests, research projects, etc...), class participation, and on his/her overall **mastery** of the material covered in the course. *Sample grading policy*

Class participation:	10%
Homework Checks:	5%
Research projects:	20%
Quizzes / Tests:	35%
Final Exam:	30%

Grade Breakdown:	A	90-100
	B+	86-89
	B	80-85
	C+	76-79
	C	70-75
	D	65-69
	F	64-below

**Attendance Policy:** (to be designated by the instructor) Sample:

Students are expected to attend class regularly and punctually. Attendance will be taken at each class session. If students occasionally arrive late, they should enter quietly, and not disturb the class. If students miss class, they should find out what they missed. It is probably a good idea for students to exchange telephone numbers with other students as a way to find out about missed classes

Poor attendance will affect a student's grade. If a student's absence exceeds one and a half times the number of weekly meetings, the student's grade will be lowered by one full letter grade. If a student is absent excessively, the student can expect to fail the course. Lateness counts, too. Two late arrivals will equal one absence.

### **Statement on Accommodations for Disabilities**

Bergen Community College aims to create inclusive learning environments where all students have maximum opportunities for success. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Specialized Services at 201-612-5269 or via email at [ossinfo@bergen.edu](mailto:ossinfo@bergen.edu) for assistance.

### **Student and Faculty Support Services**

ELRC (English Language Resource Center)	Room E-156	201- 612-5292 <a href="http://www.bergen.edu/elrc">http://www.bergen.edu/elrc</a>
The Sidney Silverman Library – Reference Desk	Room L-226	201-447-7436 <a href="http://www.bergen.edu/library">http://www.bergen.edu/library</a>

**Sample Course Outline & Calendar** (to be designated by the instructor)

**Note to Students:** The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class

<b>Week(s)</b>	<b>Topic/Activity/Assignments</b>
<b>1</b>	Parts of Speech. Review sentence structure (simple and compound)
<b>2</b>	Predict / Preview / Scan reading strategies Find meanings of words
<b>3</b>	Skim readings Find the main ideas Find new words
<b>4</b>	Word Families Prefixes / Suffixes Synonyms Skim readings Find the main ideas Find Supporting sentences / details
<b>5</b>	Library instruction. How to search the library catalog and find information in the internet. How to find definitions/parts of speech in the dictionary and other resources like Google.
<b>6</b>	<u>Review:</u> Find the main idea/ Supporting Sentences and Examples. <u>Outlines:</u> time order signal words Summarizing
<b>7</b>	Practice & Test
<b>8 &amp; 9</b>	Finding Causes and Effects <u>Outlines:</u> signal words cause and effect Summarizing
<b>10</b>	Making Inferences Finding meaning from context
<b>11 &amp; 12</b>	Finding Comparisons and Contrasts <u>Outlines:</u> Signal words for Compare and contrast Research Project
<b>13</b>	Research Project
<b>14</b>	Final Test
<b>15</b>	Conferences