

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

Departmental Syllabus

ALP-064: American Language III: Reading

Semester and year:

Course and Section Number: (e.g. ALP 064 - xxx)

Meeting Times and Locations:

Instructor:

Office Location:

Phone:

Departmental Secretary: (optional)

Office Hours:

E-mail Address:

Course Description:

ALP-064 American Language III: Reading emphasizes reading for academic purposes and prepares advanced English language learners for reading in college-level courses enabling students to understand and evaluate academic reading materials.

3 lec., 3 non-degree credits. Prerequisite: ALP-054 Pre or Co-requisite: ALP-061/062

Course Texts and/or Other Study Materials:

Pakenham, Kenneth, McEntire Jo, and Williams, Jessica. *Making Connections 3 - 3rd edition*. Cambridge University Press, 2013. 978-1-107-67301-4

Newbury House Dictionary plus Grammar Reference, 5th edition. National Geographic Learning/ Heinle Cengage Learning. 2014. 978-1-133-31283-3

Supplementary Reading:

McBride, James. *The Color of Water*. Penguin Putnam, 1996. 1-57322-578-9

Student Learning Outcomes:

As a result of meeting the requirements of this course, students will:

- Use reading strategies and critical thinking to understand and respond to academic texts
- Apply study skill techniques to understand and recall information from texts
- Understand and use college-level vocabulary
- Demonstrate information literacy skills and research techniques

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

- Participation in discussions in pairs, small groups and as a whole class
- Homework assignments
- Reader response journals
- Multiple choice, short answer and essay quizzes and tests
- Summaries and paraphrases of texts
- Research project

At the end of the course, all students take a course-wide Reading Comprehension Exit examination. Students will read a passage and answer approximately 34 multiple choice questions. Practice final exams are made available to acquaint the students with test format and content.

Course Content - This course reviews and introduces students to reading and research strategies that students need at an advanced level of English:

1. Identifying purpose of reading.
2. Previewing texts to gain an overview of content and organization.
3. Recognizing how new information is related to prior knowledge or experience.
4. Identifying signal words (*finally, furthermore, in addition*) that provide clues to organizational formats such as time order, compare/contrast.
5. Drawing conclusions and make inferences based on explicit and implied information.
6. Summarizing and paraphrasing texts
7. Determining the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (roots, prefixes, suffixes)
8. Recognizing and understanding collocations (phrases and word groups)
9. Identifying a research topic and using appropriate search strategies to obtain information
10. Choosing appropriate sources from a variety of databases and evaluate the information in them for their relevance and appropriateness to their need.
11. Using 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:	20%
Quizzes	20%
Tests	30%
Research project:	20%

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 for assistance.

Student and Faculty Support Services

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

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

Course Outline & Calendar

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Week	Topic/Activity/Assignments
1	Introductions and Literacy Journal: Becoming a Reader, Becoming Successful Reading for fun, reading for education and learning; reading in college; reading in English Pre-reading – personal experience Sentence structure in reading; clauses and punctuation as clues to meaning; Main Points: Who? What? When? Where? Why? How?
2	Predicting content from first two sentences; guessing meaning of unfamiliar words; Sentence structure and main ideas in paragraphs – paraphrase Critical Thinking Exercises: Introduction to Reader Response Journals
3	Reading Test #1 Reading Outside the Textbook: Library instruction – finding something (fun) to read in the BCC library; finding information online using library data bases Vocabulary from Context; Synonyms
4	Scanning to find specific information Notetaking Vocabulary Quiz
5	Summarizing arguments in two reading Reading Comprehension: Inference Questions Reader’s Response Journal #1
6	Finding a thesis statement and supporting details in a reading Critical Thinking: discussion and writing assignment
7	Skimming the interview to get general idea of the discussion; paraphrasing, notetaking and summary writing Reading Test #2

8	Predicting content from title; Main ideas and supporting details; notetaking Vocabulary Quiz
9	Introduction to Research: finding information in data bases Evaluating and retrieving information Reader's Response Journal #2
10	Predicting and understanding an author's point of view; arguments for and against a thesis
11	Understanding information in charts Reading Test #3
12	Research Project: Summarizing information from sources; Finding and summarizing information
13	Reader's Response Journal #3 :Exit Test
14	Presentation of Research
15	Conferences