

Course Outline Modification (COM)

Changes saved but not submitted



History

1. Jun 17, 2014 by gricci2
2. Jul 22, 2015 by gricci2
3. Feb 21, 2017 by lneal

Viewing: **EAP 1620C : Advanced Reading for**

English Language Learners

Last approved: 02/21/17 11:55 am

Last edit: 02/23/17 2:39 pm by kborglum

Course Outline

EAP 1620C

Advanced Reading for English Language Learners

Dean EAST - Communications Dean

Review Phase length, in 3
number of days

General Course Information

Common Course Number: EAP 1620C

Course Title: Advanced Reading for English Language Learners

Contact Hour Breakdown: Cr: 3 Contact: 3 Lab: 1

Discipline: English for Academic Purposes

Prerequisites: Demonstration of required level of English proficiency or minimum grade of C in EAP 1520C and EAP 1500C or EAP 1586C.

Corequisites:

Catalog Description: Students develop ability to comprehend and interpret authentic college-level texts in content areas by applying appropriate reading strategies. Competencies: 1) improving English vocabulary, 2) locating key concepts, 3) reading critically, 4) reading for study and enjoyment, and 5) reading a variety of materials, such as texts, periodicals, journals, and electronic materials. Required lab work is a component of this course. A departmental final exam is required. Minimum grade of C is required for successful completion. ~~College credit may apply. Credit may apply toward any associate degree.~~

Major Topics/ Concepts/ Skills/ Issues

- Comprehension
- Vocabulary
- Critical Thinking
- Reading Concepts & Strategies

Major Learning Outcomes with Evidence, Core Competencies and Indicators

Demonstrate comprehension of college reading materials

Corresponding Evidence of Learning

- Student will be able to employ academic vocabulary to identify and discuss comprehension of main idea
- Student will be able to employ academic vocabulary to identify and discuss comprehension of supporting details
- Student will be able to employ academic vocabulary to identify and discuss inferences and conclusions

Core Competency: Think

| Indicators | Assessments |
|---|--|
| <ul style="list-style-type: none"> • Think - analyze data, ideas, patterns, principles, perspectives • Think - employ the facts, formulas, procedures of the discipline • Think - integrate ideas and values from different disciplines • Think - draw well-supported conclusions • Think - revise conclusions consistent with new observations, interpretations, or reasons | <ul style="list-style-type: none"> • Classroom assessment technique • Essay less than 1000 words • Group presentation • Journal • Knowledge recall quiz • Library-based research • Locally developed exam/essay • Locally developed exam/objective • Locally developed multiple choice exam • Portfolio • Problem-solving quiz • Project • Speech |

Demonstrate receptive and productive knowledge of academic vocabulary

Corresponding Evidence of Learning

- Student will be able to use context clues to clarify meaning and improve comprehension
- Student will be able to use word structure to clarify meaning and improve comprehension
- Student will be able to use collocation, connotation, and other vocabulary concepts to clarify meaning and improve comprehension

Core Competency: Think

| Indicators | Assessments |
|--|---|
| <ul style="list-style-type: none"> • Think - analyze data, ideas, patterns, principles, perspectives • Think - integrate ideas and values from different disciplines | <ul style="list-style-type: none"> • Classroom assessment technique • Essay less than 1000 words • Group presentation • Journal • Knowledge recall quiz • Library-based research • Locally developed exam/essay • Locally developed exam/objective • Locally developed multiple choice exam • Portfolio • Problem-solving quiz • Speech |

Apply thinking and problem solving/critical thinking strategies to college level reading materials

Corresponding Evidence of Learning

- Student will be able to use active reading/thinking strategies
- Student will be able to recognize patterns of organization
- Student will be able to identify facts & opinions
- Student will be able to determine purpose, tone, & bias
- Student will be able to apply advanced argument

Core Competency: Value

| Indicators | Assessments |
|--|---|
| <ul style="list-style-type: none"> • Value- recognize values as expressed in attitudes, choices, and commitments • Value - distinguish among personal, ethical, aesthetic, cultural, and scientific values • Value - employ values and standards of judgment from different disciplines | <ul style="list-style-type: none"> • Classroom assessment technique • Essay less than 1000 words • Group presentation • Journal • Knowledge recall quiz • Locally developed exam/essay • Locally developed exam/objective • Locally developed multiple choice exam • Portfolio • Problem-solving quiz • Speech |

Core Competency: Think

| Indicators | Assessments |
|---|---|
| <ul style="list-style-type: none"> • Think - analyze data, ideas, patterns, principles, perspectives • Think - employ the facts, formulas, procedures of the discipline • Think - integrate ideas and values from different disciplines • Think - draw well-supported conclusions • Think - revise conclusions consistent with new observations, interpretations, or reasons | <ul style="list-style-type: none"> • Classroom assessment technique • Essay less than 1000 words • Group presentation • Journal • Knowledge recall quiz • Library-based research • Locally developed exam/essay • Locally developed exam/objective • Locally developed multiple choice exam • Portfolio • Problem-solving quiz • Speech |

Core Competency: Communicate

| Indicators | Assessments |
|--|---|
| <ul style="list-style-type: none"> • Communicate - identify your own strengths and need for improvement as a communicator • Communicate - employ methods of communication appropriate to your audience and purpose • Communicate - evaluate the effectiveness of your own and others' communication | <ul style="list-style-type: none"> • Classroom assessment technique • Essay less than 1000 words • Group presentation • Journal • Knowledge recall quiz • Library-based research • Locally developed exam/essay • Locally developed exam/objective • Locally developed multiple choice exam • Portfolio • Problem-solving quiz • Speech |

Core Competency: Act

| Indicators | Assessments |
|--|--|
| <ul style="list-style-type: none"> • Act - apply disciplinary knowledge, skills, and values to educational and career goals • Act - implement effective problem-solving, decision-making, and goal-setting strategies • Act - act effectively and appropriately in various personal and professional settings | <ul style="list-style-type: none"> • Classroom assessment technique • Essay less than 1000 words • Group presentation • Journal • Knowledge recall quiz • Library-based research • Locally developed exam/essay |

| Indicators | Assessments |
|---|---|
| <ul style="list-style-type: none">• Act - assess the effectiveness of personal behavior and choices• Act - respond appropriately to changing circumstances | <ul style="list-style-type: none">• Locally developed exam/objective• Locally developed multiple choice exam• Portfolio• Problem-solving quiz• Speech |

College Curriculum Committee Website

Office of the Vice President for Academic Affairs & Chief Learning Officer

Valencia College

Orlando, Florida

Copyright © 2005 - 2014 Valencia College

Key: 1634