# Course Establishment Form

## Outline

<table>
<thead>
<tr>
<th>Division:</th>
<th>Arts, Humanities, and ABE</th>
<th>Program/Dept:</th>
<th>Intensive English Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>IEP 042</td>
<td>Credits:</td>
<td>5</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Reading/Vocabulary 4</td>
<td>Variable:</td>
<td>No</td>
</tr>
<tr>
<td>Inst. Intent:</td>
<td>12 Academic Basic Education</td>
<td>CIP:</td>
<td>33.0108</td>
</tr>
</tbody>
</table>

Fee: Yes No X Type:

**Degree/Certificate Requirement:** Yes No: X

**Name of Degree/Certificate:**

**Distribution Requirement for AA/AS:**

**Transfer Status to 4-year institution:** Yes No: X

If yes, please describe:

**Course length:** 10 weeks

**Course Contact Hours:** 50

**Lecture:** 50 **Lab:** **Clinical:** **Other:** **System:**

**Prerequisite:** Yes: X No:

If yes, please describe:

Satisfactory completion of appropriate IEP coursework or IEP/Testing Center placement tests.

**Required Placement Tests:** Yes X No

If yes, please describe:

IEP placement test(s) at Testing Center

**Comments:**

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**Course Description:**

For non-native speakers of English who are international students. Emphasis on increasing reading speed, comprehension, and vocabulary skills. Focus on accessing and then applying critical thinking skills to assess information from various sources.

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**Course Goals:**

Within the context of learning English as a second language, students will also be introduced to American academic culture.
NSCC General Education Learning Outcomes and/or Related Instructional Outcomes (for technical courses) Met by Course:

Level 4 R/V: 1. Think critically in reading and writing.
3. Discover, develop, and communicate one’s own creative and critical ideas in writing and to respond in effective writing to the spoken, written, and visual ideas of others.
4. Access, evaluate, and apply information from a variety of sources.

Course Outcomes/Learning Objectives:

Students will be able to:

1. Demonstrate basic reading skills including recognizing key words, identifying main ideas and details, skimming and scanning, making inferences, and predicting meaning of new vocabulary based on context.
2. Recognize word forms, including roots and affixes.
3. Recognize discourse indicators in texts (definitions, clarifications, transitions, additions, etc.).
4. Evaluate texts and form/express opinions about them.
5. Write timed short answers based on readings in class.
6. Access information from library and Internet.
7. Assess information from source.

STUDY SKILLS:

1. Use classroom skills, such as copying from the board.
2. Follow written and oral directions.
3. Utilize study and group-work skills.
4. Take personal responsibility for learning the material, asking for repetition, and clarifying information.
5. Manage time efficiently (including attending class and arriving on time).
6. Organize study materials.

Topical Outline and/or Major Divisions:

1. Read a variety of genres (could include articles, fiction, non-fiction, authentic materials, etc. to improve comprehension.
2. Practice vocabulary as covered in approved textbook.
3. Practice reading.
4. Work on Information Literacy skills.

Course Requirements (Expectations of Students)

1. Daily and punctual attendance
2. Participation in class activities
3. Contribution to class and small group discussion
4. Completion of homework
5. Quizzes and exams
6. Library/Loft/Lab work as assigned.
7. Minimum 75% mastery of each subject

Methods of Assessment/Evaluation:

1. Quizzes
2. In-class work and assignments
3. Homework
4. Optional midterm and mandatory final exam
5. Attendance and participation
6. Final grades are assigned according to published grading standards for the course.

Required Text(s) and/or Materials:

Texts may be chosen from the list of approved IEP textbooks. This list is available from the IEP Faculty Coordinator. Other texts may be chosen, but only with prior approval of IEP Faculty Coordinator and other instructors.

Supplemental Text(s) and/or Materials:

As required by instructor.

Outline Developed by: IEP Curriculum Committee, chaired by Marcie Leek

Date: Winter, 2009

Outline Revised by: 

Date:

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