

## **COURSE OUTLINE**

### **Vocabulary Development II**

#### **Course Description**

IS 135. Vocabulary Development II. 1 hour credit. This course will enable the student to use, with comfort, approximately 300 selected words and to make educated assumptions about word meanings based on context clues, when no other resources are available.

#### **Course Relevance**

Vocabulary is a basic part of reading comprehension. Studies indicate that the student with a strong vocabulary is more successful in school, as well as in his/her career. Furthermore, workers of the future will change jobs and learn new skills at an increasing pace. A solid vocabulary will promote the skills of communicating clearly and learning quickly, both of which will help people survive in a rapidly changing job market. A strong vocabulary can make one a better reader, writer, speaker, thinker, and learner.

#### **Required Materials**

IS135 Textbook:

Based on a diagnostic test, the student will use one of the following textbooks:

Nist, S. & Mohr, C. (2002). *Improving vocabulary skills*. Marlton, NJ: Townsend Press.

Nist, S. & Mohr, C. (2002). *Advancing vocabulary skills*. Marlton, NJ: Townsend Press.

Johnson, B. & Gamer, S. (1999) *Advanced word power*. Marlton, NJ: Townsend Press.

#### **Learning Outcomes**

The intention is for the student to be able to

1. Identify word meanings from context clues
2. Make educated conclusions about word meanings when no resource is available other than context clues

#### **Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Critical Thinking
  - Through the production of sentence and paragraph completion activities, the student will use the words he/she has learned to complete partially constructed sentences and to complete paragraphs to achieve appropriate syntax and meaning.

Secondary skills (developed but not documented):  
Problem Solving  
Self-Concept

### **Major Summative Assessment Task(s)**

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Substituting selected vocabulary words in correct form within sentences for words or phrases with the same meaning.

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Using context clues to determine meaning
  - B. The importance of *using* words (as opposed to simply *knowing* them) in order to make them part of one's vocabulary.
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. The importance of using words in the correct form (tense, number, part of speech)
  - B. The importance of choosing the best word to convey an exact meaning
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Definition of *synonym* and *antonym*
  - B. Sense of sentence structure
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Recognize the ways context gives clues to word meaning
  - B. Recognize nouns
  - C. Recognize verb tense and number

### **Learning Units**

- I. Introduction: The best ways to increase vocabulary
  - A. Intensive words-in-context exercises
  - B. Abundant practice (in class and out)
  - C. Frequent and immediate feedback
- II. Selected words to adopt into one's "own" vocabulary
  - A. Reading sentences to see context clues
  - B. Matching words with definitions
  - C. Choosing words to complete sentences
  - D. Choosing words to complete a paragraph\*

\* Each unit uses the same approach as Number II, with different words selected on the basis of a diagnostic test which determines the appropriate level and, thus, the appropriate text for each student.

### **Learning Activities**

Learning activities include completion of exercises in the textbook: reading, words-in-context exercises, matching, sentence completion, paragraph completion, crossword puzzles, analogies, and tests.

**Grade Determination**

The semester grade is based on in-book tests for each unit, instructor-given test for each unit, and the major summative assessment task.