

## **COURSE OUTLINE** **Vocabulary Development I**

### **Course Description**

IS 052. Vocabulary I. 1 hour credit. This course will enable the student to use approximately 300 selected words and to make educated assumptions about word meanings based on context clues, when no other resources are available.

### **Course Relevance**

It is important to continually build one's vocabulary. First, it has been confirmed that vocabulary is a basic part of reading comprehension. Second, studies indicate that students with strong vocabularies are more successful in school, as well as in their careers. Third, 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**

Based on a diagnostic test, the student will use one of the following textbooks:  
Nadel, J., Johnson, B., Langan, P. (1998). *Vocabulary basics*. West Berlin, NJ: Townsend Press.

Johnson, B., Mohr, C., Goldstein, J. (2004). *Groundwork for a better vocabulary*. West Berlin, NJ: Townsend Press.

Nist, S. & Mohr, C. (2002). *Building vocabulary skills*. West Berlin, NJ: Townsend Press.

### **Learning Outcomes**

The intention is for the student to be able to

1. Identify word meanings from context clues
2. Identify word meanings from memory, without context clues
3. Identify word meanings from dictionary entries

### **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 completion activities, the student will use the words they have learned to complete partially constructed sentences and to 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. Identifying and recalling the meaning of specific vocabulary words by their correct usage, in the context of prepared sentences, in-an-end-of-semester activity

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Matching words with meanings
  - B. Demonstrating understanding of words
  - C. Adding (inserting) words into a reading
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Identify more than one definition for a specific word(s)
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Recognize the pronunciation differences of words
  - B. Recognize the value of increased vocabulary
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Creation of flash cards to increase memory recall
  - B. Dissect vocabulary word(s) by separating the prefixes and suffixes

### **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 used 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**

Independent study of vocabulary words; practice adding vocabulary words to existing sentences; practice writing sentences using vocabulary words; use the Plato program on the computer; use the dictionary to determine multiple uses of vocabulary word(s).

At the completion of each class, (Vocabulary Basics, Groundwork for a Better Vocabulary, and Building Vocabulary Skills), the student will be asked to complete a summative assessment that covers the entire course.

**Grade Determination**

The semester grade is based daily work, a test for each unit, a final test, and the major summative assessment task.