ESL-1020: ENGLISH AS A SECOND LANGUAGE: BASIC READING AND WRITING

Cuyahoga Community College

Viewing: ESL-1020: English as a Second Language: Basic Reading and Writing
Board of Trustees:
March 2019

Academic Term:
Fall 2019

Subject Code
ESL - English As A Second Language

Course Number:
1020

Title:
English as a Second Language: Basic Reading and Writing

Catalog Description:
English for non-native speakers. Practice in reading beginning material. Practice in writing sentences, short answers, controlled compositions, and responses to picture stories.

Credit Hour(s):
6

Lecture Hour(s):
5

Lab Hour(s):
2

Requisites

Prerequisite and Corequisite
ESL-1030 English as a Second Language: Basic Grammar for Communication or concurrent enrollment; and placement by ESL assessment exam.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status. Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s). Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes
Course Outcome(s):
Develop basic writing skills.
Objective(s):
1. Recognize basic sentence patterns in sentences.
2. Recognize basic sentence patterns within a basic reading passage.
3. Practice writing basic sentence patterns.
4. Practice writing sentences in present, present progressive, past, and future with ‘be going to’.
5. Practice writing controlled paragraphs based on pictures or picture sequences.
6. Apply the rules of basic sentence patterns, including use of appropriate word forms.
7. Apply the conventions of academic writing, including indentation, margins, capitalization, punctuation, and double-spacing.
8. Correctly spell 200 basic words.
9. Employ basic editing strategies.

Course Outcome(s):
Develop basic reading comprehension skills.

Objective(s):
1. Identify and employ pre-reading skills.
2. Identify the main idea of a basic reading passage.
3. Recognize the time frame of a basic reading passage.
4. Scan for information.
5. Identify relevant details of a basic reading passage.
6. Infer meaning from a basic reading passage.
7. Express opinions based on a basic reading passage.
8. Identify and employ tasks in written directions.

Course Outcome(s):
Develop basic vocabulary skills.

Objective(s):
1. Recognize, practice, and employ related word forms (parts of speech) to build vocabulary.
2. Identify and use basic collocations.
3. Infer meaning of vocabulary from context.
4. Identify and use the basic parts of speech in sentences.
5. Recognize, practice, and employ basic prefixes un-, re-, pre- and dis.
6. Recognize, practice, and employ basic suffixes -s/-es, -ful, -ly, -d/-ed

Methods of Evaluation:
1. Assignments from textbooks
2. Classroom activities designed by the instructor
3. Supplemental websites
4. Written and oral quizzes
5. Written exams
6. Computer quizzes and exams
7. In-class compositions
8. Dictations
9. Journals
10. Online supplemental website assignments, quizzes & tests

Course Content Outline:
1. Basic reading skills
   a. Pre-reading skills
   b. Main idea of basic reading passage
   c. Time frame of a given passage
   d. Scanning for information
   e. Relevant details of a basic reading passage
   f. Inference from basic reading passages
   g. Opinions based on readings (like / dislike, agree / disagree)
2. Basic vocabulary skills
a. Vocabulary from context
b. Basic parts of speech in sentences
c. Related word forms (parts of speech) to build vocabulary
d. Basic collocations (at work, at school, at home, in class, listen to, do homework, give an answer, look at, look for, take a test)

3. Basic writing skills
a. Basic sentence patterns with BE (in affirmative and negative statements, yes / no questions, and information questions)
   i. Subject + be + noun
   ii. Subject + be + adjective
   iii. Subject + be + place / prep. + noun
   iv. Subject + be + time
   v. There + be + noun + (place) + (time)
b. Basic sentence patterns with non-BE verbs (in affirmative and negative statements, yes / no questions, and information questions)
   i. Subject + verb
   ii. Subject + verb + object
   iii. Subject + verb + adverb
   iv. Subject + verb + object + (place) + (time)
c. Writing basic sentence patterns within controlled passages
d. Writing sentences in present, present progressive, past, and future with ‘be going to’
e. Writing controlled paragraphs based on pictures or picture sequences
f. Rules of basic sentence patterns, including use of appropriate word forms
g. Conventions of academic writing, including indentation, margins, capitalization, punctuation, and double-spacing
h. Spelling 300 basic words
   i. Basic editing strategies

Resources


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**Resources Other**


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