ESL-1121: ENGLISH AS A SECOND LANGUAGE: READING AND WRITING I

Cuyahoga Community College

Board of Trustees:
May 2019

Academic Term:
Fall 2019

Subject Code
ESL - English As A Second Language

Course Number:
1121

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

Catalog Description:
English for non-native speakers. Practice in reading high-beginning texts. Practice in writing narratives and personal expression paragraphs using basic sentence patterns and correct spelling and punctuation.

Credit Hour(s):
4

Lecture Hour(s):
3

Lab Hour(s):
2

Requisites

Prerequisite and Corequisite
ESL-1030 English as a Second Language: Basic Grammar for Communication, and ESL-1020 English as a Second Language: Basic Reading and Writing; or placement by ESL assessment exam; and ESL-1110 English as a Second Language: Grammar for Communication I, or concurrent enrollment.

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.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms/. Blackboard accessibility information is available at http://access.blackboard.com.

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 at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes
Course Outcome(s):
Read English at a high-beginning level.
Objective(s):
1. Apply pre-reading strategies for a deeper understanding
2. Apply reading strategies for a deeper understanding
3. Apply post-reading strategies for a deeper understanding
4. Make simple inferences from high-beginning readings
5. Identify the difference between facts and opinions in high-beginning readings
6. State personal opinions based on or about the readings
7. Define meaning of vocabulary from context clues in high-beginning readings
8. Identify the meaning of vocabulary in context using dictionary entries
9. Use word families to build vocabulary
10. Identify basic symbols and entry information in an ESL dictionary
11. Identify the basic parts of speech used in high-beginning reading
12. Read aloud with high-beginning fluency
13. Recognize basic sentence patterns used in a text
14. Identify the topic of short high-beginning readings
15. Identify the main idea (topic + controlling idea) of short high-beginning readings
16. Identify the supporting details in short high-beginning readings
17. Recognize simple transitional expressions
18. Identify the meanings of simple transitional expressions
19. Discuss the content of a short story

Course Outcome(s):
Write English at a high-beginning level.

Objective(s):
1. Use six basic sentence patterns correctly including use of correct word forms
2. Combine sentences with simple connectors
3. Use simple transitional expressions to achieve coherence
4. Use free writing to develop ideas for simple paragraphs
5. Use basic outlines to organize ideas for simple paragraphs
6. Write controlled paragraphs in present, past, and future
7. Write short narratives
8. Write short descriptive paragraphs
9. Write short personal responses to high-beginning readings
10. Write summaries of short high-beginning texts
11. Practice free expression in informal writing
12. Revise and edit drafts of paragraphs
13. Use conventions of writing, including indentation, double spacing, margins, capitalization, and punctuation.
14. Avoid plagiarism
15. Know spelling rules for words ending in "-ing, -ed, -s"
16. Spell 500 basic words

Methods of Evaluation:
1. Oral exercises, dictations, and group discussion
2. Assignments from textbooks and exercises designed by the instructor
3. Quizzes and examinations on readings
4. Controlled paragraphs based on readings and personal experience
5. Examinations which involve reading comprehension and writing

Course Content Outline:
1. High-beginning reading
   a. Tense meanings
      i. simple present
      ii. simple past
      iii. simple future
      iv. present progressive
      v. past progressive in simple sentences
   b. Modals
i. can, could, would, may, might, should, must, have to, let's
   1. can
      a. ability (also: know how to/be able to)
      b. informal permission
      c. informal request
   2. could
      a. past ability
      b. possibility
      c. polite request
      d. permission
   3. should
   4. would
   5. may
      a. permission
      b. possibility
   6. might
   7. must/have to
   8. let's

ii. Parts of speech
   1. nouns
   2. verbs
   3. adjectives
   4. adverbs
   5. prepositions
   6. conjunctions (and, but, or, so)

iii. Basic sentence patterns
   i. patterns in affirmative and negative statements
   ii. subject + intransitive Verb (+ adverb)
   iii. subject + transitive verb + object (+ adverb)
   iv. subject + be/become + noun
   v. subject + be/ linking verb + adjective
   vi. subject + be + adverb of (+ place) (+ time)
   vii. there + be + noun (+ adverb of place/time); it's there
   viii. sentences with compound verbs with and/or (examples: Mike is eating and drinking. Bob will study or watch a movie.)

iv. Questions
   i. yes/no questions and short answers
   ii. information questions (who, what, when, where, why, which, what time, how...)
   iii. questions about the object with who and what
   iv. questions about the subject with who and what

v. Content of short stories

vi. Pre-reading strategies

vii. Identification of genre
   i. textbook passage
   ii. newspaper or magazine article
   iii. poems
   iv. short stories

viii. Purpose for reading
   i. information
   ii. entertainment

ix. Previewing
   i. title
   ii. headings
   iii. length of the reading
   iv. pictures, photographs, charts, and graphs
   v. captions
   vi. author information

x. Prior knowledge to predict content and identify appropriate reading strategies

xi. Reading Strategies
I. Topics of short high-beginning readings
m. Main ideas of short high-beginning readings
n. Supporting details in short high-beginning readings
o. Highlighting and underlining
p. Annotating texts
q. Transitional expressions for coherence
r. Signal words and phrases used for facts versus opinions
s. Simple inferences
t. Facts and opinions
u. Vocabulary
   i. context clues
v. Punctuation: commas, parentheses, and dashes
w. Synonyms and Antonyms
   i. Vocabulary in context from dictionary entries
   ii. Word families
x. Pictures
   i. Vocabulary in context from dictionary entries
   ii. Word families
y. Parts of speech
   i. Limited prefixes, such as pre, re, and negative prefixes, such as dis, un, il, ir, and im
   ii. Roots
   iii. Limited suffixes, such as able, ful, less, tion, ness, and ment
z. Basic dictionary symbols and entry information
   i. Syllable separations
   ii. Stress marks
   iii. Pronunciation
   iv. Parts of speech
   v. Transitive and intransitive
   vi. Count and non-count
   vii. Definitions and example sentences
2. High-beginning composition
   a. Six basic sentence patterns
   i. Patterns in affirmative and negative statements
   ii. Subject + intransitive verb (+ adverb)
   iii. Subject + transitive verb + object (+ adverb)
   iv. Subject + be/become + noun
   v. Subject + be linking verb + adjective
   vi. Subject + be + adverb of (+ place) (+ time)
   vii. There + be + noun (+ adverb of place/time); It vs. there
   b. Controlled paragraphs in present, past, and future
      i. High-beginning process paragraph (for example, giving instructions or directions)
      ii. High-beginning narrations (for example, a personal past experience)
      iii. High-beginning paragraph about the future (for example, future plans)
      iv. High-beginning descriptive writing (write about a picture, for example)
   c. Journal or other free expression writing
d. A summary of a high-beginning text
e. Mechanics of writing
   i. Indentation
   ii. Margins
   iii. Capitalization
   iv. Punctuation
   v. Spelling rules
f. Plagiarism
   i. Defined as
      1. Representing another writer’s words or ideas as one’s own
      2. Re-using writer’s own previously written assignments without notification/permission from instructor
   ii. Avoidance of plagiarism
      1. Using one’s own words and ideas in writing
      2. Using the process method of writing
# Resources


# Resources Other

None

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