ESL-1221: ENGLISH AS A SECOND LANGUAGE: READING AND WRITING II

Cuyahoga Community College

Viewing: ESL-1221: English as a Second Language: Reading and Writing II

Board of Trustees:
March 2019

Academic Term:
Fall 2019

Subject Code
ESL - English As A Second Language

Course Number:
1221

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

Catalog Description:
English for non-native speakers. Practice in reading intermediate texts. Practice in writing personal essays and responses to readings, using intermediate sentence patterns and correct spelling and punctuation.

Credit Hour(s):
4

Lecture Hour(s):
3

Lab Hour(s):
2

Requisites

Prerequisite and Corequisite
ESL-1131 English as a Second Language Speaking and Listening I, and ESL-1110 English as a Second Language: Grammar for Communication I, and ESL-1121 English as a Second Language: Reading and Writing I, or placement by ESL assessment exam; and ESL-1210 English as a Second Language: Grammar for Communication II, 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.
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 concealed 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 at http://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):
Apply reading strategies at different stages of the reading process to achieve comprehension at an intermediate level.
Objective(s):
1. Discuss cultural context in intermediate-level readings.
2. Identify the topic of intermediate-level readings.
3. Identify the main idea (topic + controlling idea) of short intermediate-level readings.
4. Identify the supporting details in short intermediate-level readings.
5. Recognize and identify the meanings of simple transitional expressions.
6. Make inferences from intermediate-level readings.
7. Identify the difference between facts and opinions in intermediate-level readings.
8. State personal opinions, orally and in writing, based on or about intermediate-level readings.
9. Define the meaning of vocabulary from context clues (synonyms, antonyms, examples, and general sense of the passage) in intermediate-level readings.
10. Identify the meaning of intermediate-level vocabulary words and their parts using dictionary entries and word families.
11. Use thematic word families to build vocabulary.
12. Make personal lists/cards/vocabulary journals to increase reading vocabulary.
13. Identify symbols and entry information in an ESL dictionary.
14. Earn a passing grade average on a minimum of 2 in-class reading exams which include readings that are new to the student. Students can use an English-English book-style dictionary. The tests will include factual questions, comprehension questions, inferences, and dictionary work.
15. Recognize basic sentence patterns (affirmative and negative) used in a text.
16. Distinguish between parts of speech.
17. Apply pre-reading strategies for a deeper understanding.
18. Apply reading strategies for a deeper understanding.
19. Apply post-reading strategies for a deeper understanding.
20. Discuss the content of a variety of texts.
21. Relate intermediate readings to each other.
22. Recognize the conventions of different types of texts including poems, emails, letters, dialogues, stories, textbook entries, and charts.

Course Outcome(s):
Apply writing strategies to academic and non-academic texts for coherent expression at an intermediate level.

Objective(s):
1. Use simple, progressive, and present perfect verb tenses, infinitives, and gerunds according to form, meaning, and function.
2. Use determiners and quantifiers with nouns correctly.
3. Use six basic English sentence patterns.
4. Write and revise paragraphs in present, past, future, and present perfect.
5. Apply spelling rules in forming words ending in -ing, -ed, and -s.
6. Use compound sentences with and, but, or, so, for, yet, nor--“FANBOYS.”
7. Use compound sentences with conjunctive adverbs (transitional phrases) appropriately to indicate similarities and differences such as however; on the other hand, likewise, in addition, and therefore.
8. Use complex sentences with a limited number of subordinating conjunctions and combine them by using adverb clauses in all basic tenses.
9. Use pre-writing strategies (brainstorming, listing, and free-writing) to develop ideas for writing.
10. Use the writing process to draft, revise and edit paragraphs.
11. Write paragraphs with topic sentences, supporting details, and concluding sentences.
12. Write three academic paragraphs of different rhetorical types.
13. Use conventions of writing, including indentation, margins, capitalization, and punctuation.
14. Earn a passing grade average on a minimum of 3 in-class graded compositions (paragraphs and / or extended paragraphs).
15. Write summaries of readings.
16. Write an analysis connecting two or more readings.
17. Write responses to readings.
18. Express oneself freely in informal writing.
19. Apply conventions of academic honesty to avoid plagiarism.
20. Use an ESL dictionary to select words with appropriate meaning and form.

Methods of Evaluation:
1. Oral exercises, pair, and group work
2. Assignments from textbooks and exercises designed by the instructor
3. Quizzes and examinations on readings and vocabulary in context
4. Writing assignments

Course Content Outline:

Reading
1. The meanings of tenses in intermediate-level readings.
   a. Simple present, simple past, "will" for future, "be going to" future, present progressive, past progressive, present perfect, and present perfect progressive
2. The meanings of modals in intermediate-level readings.
   a. ability, permission, request, prohibition, impossibility, past ability, possibility, repeated habit with action verbs, used to for past habit, advice, necessity, and logical
3. Parts of speech used in intermediate-level readings
4. The topic of intermediate-level readings
5. The main idea (topic + controlling idea) of intermediate-level readings
6. Supporting details in intermediate-level readings
7. Transitional expressions and the meanings of transitional expressions
8. Short stories
9. Non-fiction readings
10. Pre-reading strategies for a deeper understanding
    a. Identification of genre
       i. textbook passage
       ii. newspaper or magazine article
       iii. poems
       iv. short stories
       v. other non-fiction
    b. Purpose for reading
       i. information
       ii. entertainment
    c. Previewing
       i. title
       ii. headings
       iii. length of the reading
       iv. pictures, photographs, charts and graphs
       v. captions
       vi. author information
    d. Prior knowledge to predict content and identify appropriate reading strategies
11. Reading strategies for a deeper understanding
    a. Topics of intermediate readings
    b. Main ideas of intermediate readings
    c. Supporting details in intermediate-level readings
    d. Predictions
    e. Highlighting and underlining
    f. Annotating texts
    g. Transitional expressions for coherence
    h. Signal words and phrases used for facts versus opinions
12. Post-reading strategies for a deeper understanding
    a. Critical thinking skills such as prediction of what might come next
    b. Inferences from intermediate-level readings
    c. Facts and opinions in intermediate-level readings
13. Personal opinions based on or about the readings
14. Relating intermediate readings to each other
15. Discussing American cultural context in intermediate-level readings
16. Meanings of vocabulary from context clues in intermediate-level readings
17. Meanings of vocabulary in context using dictionary entries
18. Word families and parts of speech to build vocabulary
    a. Prefixes, roots, and suffixes
19. Dictionary skills (symbols and entry information in an ESL dictionary)
a. Symbols and entry information in an ESL dictionary to identify appropriate parts of speech from word families
b. Phrasal verbs
c. Appropriate definitions for specific contexts

20. Meanings of intermediate-level vocabulary
   a. Recognize the meanings of 300 intermediate words

21. Personal lists, cards, or vocabulary journal to increase reading vocabulary moving from the General Service Word List to the Academic Word List

Writing
1. Technical skills
   a. capitalization
   b. indentation
   c. punctuation
d. spelling
e. sentence patterns

2. Paragraphs and/or extended paragraphs
   a. Brainstorming, pre-planning and/or outlining
   b. Topic sentence with topic and controlling idea
c. Development of supporting details with connectors
d. Conclusion
e. Revision strategies

3. Types of paragraphs
   a. Narratives (required type)
   b. Choose 2 others from the following:
      i. compare and contrast
      ii. process
      iii. logical division of ideas
      iv. description

4. Plagiarism
   a. Defined as
      i. representing another writer’s words or ideas as one’s own
      ii. re-using writer’s own previously written assignments without notification/permission from instructor
   b. Avoidance of plagiarism
      i. using one’s own words and ideas in writing
      ii. using the process method of writing

Resources


**Resources Other**


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