

## Syllabus

English 060 M02  
Room 308 Mohegan Campus  
Spring 2007 M/W 1:30-3:20  
Instructor: Barbara Yanofsky

Office Hrs: M/W 3:30-5:30  
T/TH 10:45-12:15  
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### ESL 060: English for Speakers of Other Languages I

#### Course Description

This ESL course offers English Language Learners (ELL) strategies to improve vocabulary, reading comprehension, spelling, and pronunciation skills. Through dedicated participation in the process, students will come to understand how the strengthening of each skill supports the other, and how success in all college courses depends on a strong foundation. Emphasis is placed on reading, listening, communication, and vocabulary in context strategies.

#### Coursework includes, but is not limited to:

Phonics a. consonants b. vowels c. syllables

Dictionary Uses a. pronunciation b. definitions c. synonyms d. parts of speech

Prefixes, suffixes and root words

Vocabulary in Context – Learn strategies to identifying context clues and understand new vocabulary.

Identify the main idea and supporting details of short readings.

Participate in group discussions and assignments.

#### Learning Outcomes:

##### **By the end of the term, students will achieve outcomes pertinent to:**

- 1) Employment of strategies to identify new vocabulary, the main idea, and supporting details of short readings and presentations.
- 2) The ability to develop and utilize increased vocabulary, reading comprehension, pronunciation, and listening skills.
- 3) Demonstrate increased reading comprehension, oral communication skills and ability to articulate ideas clearly.
- 4) Formation of well structured sentences on tests and writing assignments.

#### How Grades Are Determined

a. Class Participation 10% – Includes attendance, punctuality, appropriate contributions to class discussions, and on time completion of homework

assignments. Reading all assigned work and coming to class prepared is an essential part of class participation.

**b. Quizzes & Reading Responses** You will receive in class quizzes based on contents of lectures, in class discussions, activities, and homework assignments. You will not always be notified of a quiz or reading assignment prior to the date, so take notes, complete homework and class assignments on time, and follow up with questions when you need additional clarification.

Please note that outcomes on this portion will determine approximately 90%, a large percentage of your grade. Make-up tests will not be available. An assigned test, quiz, in class writing or group activity is part of the class activity for that day, it is extremely important to attend all classes and stay current with all coursework.

**c. Midterm and/or Final (not yet determined)**

<b><u>Final Grade Possibilities</u></b>		
<b><u>A (93-100)</u></b>	<b><u>A- (90-92)</u></b>	
<b><u>B+ (87-89)</u></b>	<b><u>B (83-86)</u></b>	<b><u>B- (80-82)</u></b>
<b><u>C+ (77-79)</u></b>	<b><u>C (73-76)</u></b>	<b><u>C- (70-72)</u></b>
<b><u>D+ (67-69)</u></b>	<b><u>D (63-66)</u></b>	<b><u>D- (60-62)</u></b>
<b><u>F (0-59)</u></b>		

**Please note that students must earn a grade of C or better to meet the prerequisite for advancing to a higher level course.**

### **Required Texts and Materials**

#### **GROUNDWORK FOR COLLEGE READING, 3rd Edition, by Bill Broderick, Townsend Press**

“This text is suited for a very basic developmental reading course or an ESL course. The book begins with three chapters on phonics. Chapter 4 covers dictionary use. The final six chapters clearly explain the basic reading comprehension skills: understanding vocabulary in context, identifying main ideas and supporting details, finding main ideas in various places in a paragraph, and seeing relationships within and between sentences. High-quality activities and twenty-one high-interest, multicultural readings help students practice and master the skills.”

#### **American Heritage Pocket Dictionary**

**This dictionary is required for specific textbook assignments. Be sure to purchase this dictionary when purchasing the required textbook and materials.**

- A 3 ring binder or 8 x 11 notebook w/college ruled paper, a minimum of 2 sections, and pockets,
- Pens, a *highlighter* and pencils
- Inexpensive headphones (optional) for audio portions of ESL software programs.
- Hand-outs

**Be sure to bring your Textbook, American Heritage Pocket Dictionary, and completed homework assignments to class.**

## **Attendance and Lateness Policy**

Students are expected to attend all classes. Any missed test, quiz, writing assignment, class discussion, or review may have an adverse effect on your grade. A large amount of material is covered throughout a term, and it is not possible to review missed classes for an individual. It will be the responsibility of the student to contact another student for pertinent information before returning to class. As with employment, attendance is very important. Consider your class schedule before setting up personal appointments. If you are late for class, walk in quietly and take the closest available seat.

## **Plagiarism:**

Plagiarism is the unacknowledged use of another person's words or ideas in your writing. Conscious plagiarism is an unacceptable academic behavior that will result in a zero (0) grade on the assignment in question. Any repeated offense will result in a failing grade for the course. Plagiarism by omission or "unconscious" plagiarism will be dealt with on a case-by-case basis. Copying from another student, consulting in any way with another student, or relying on prepared answers during a test is not allowed and will result in a grade of (0) zero.

## **Disability Statement**

If you have a hidden or visible disability, which may require classroom or test taking modifications, please inform me as soon as possible. If you have not already done so, be sure to register with the Learning Disability Specialists, Mr. Chris Scarborough (located in the Mohegan Campus Library) or Ms. Judy Hilburger (located in the Registrar's office) to find out what services are available for you.

## **Withdrawal Policy**

Any student who finds it necessary to discontinue a course once class has met must provide written notice to the registrar. Withdrawal forms are available at the Registrar's office on the Thames and Mohegan campuses, and the office at the Sub base. Nonpunitive "W" grades are assigned to withdrawal requests. An instructor's signature is necessary after the deadline date as stated in the semester's calendar. No withdrawals are permitted after the last class preceding the final exam. If a Student does not obtain an official withdrawal, but simply stops attending classes, he or she runs the risk of receiving a failing grade for the course.

## **Revisions to Syllabus**

The information contained in the syllabus is subject to revision at my discretion. If changes are made I will inform the class of the changes as soon as it is possible to do so.

## **ESL 060 Fall 2006 Course Outline**

The following is a brief outline for the first 4 weeks. It is a general indication of how we will cover the coursework throughout the term. Additional information and/or materials may be provided in class. Always check the instructor's desk for hand-outs, and the board for assignments and announcements.

### **Week #1**

**1/22 Mon** - Review Syllabus - Course Description-Student/Instructor expectations –  
An in class 15 minute writing assignment (hand in)  
Purchase textbooks

**Homework due Wednesday-** Read the following for in class discussion:  
**Groundwork for College Reading (GCR)**  
**How to Become a Better Reader and Thinker (pages 1-6)**

**1/24 Wed** - Discuss format of textbook & strategies to employ for all readings  
Instructor will outline reading strategies and materials required for all course readings.  
Review homework assignment due today.

### **GCR overview of Chapter 1 - Phonics 1- Consonants**

**Homework for Monday A) GFCR Chapter 1 (pages 9-28)** complete all exercises

### **Week #2**

**1/29 Mon** Review of Phonics Chapter 1-Consonants  
Students pair–up to review/compare GCR answers  
Address questions on topic and chapter  
Review exercises on pages 9-28  
Address students' questions.

Homework for Wednesday-**GCR 1- Read End-of-chapter story “The Struggle Continues”, and apply reading strategies.**

**1/31-Wed** Review of reading assignment & a group mastery test activity to check understanding of chapter.

In class writing assignment

**Homework for Monday-** complete all exercises (29 –48) and review “The Struggle Continues” for Vocabulary and content comprehension.

### **Week #3**

**2/5 Mon** - Final review of Consonants - Address questions. Brief overview of Vowels (GCR Ch 2)

**Homework for Wednesday- GCR-**Read and complete all exercises Ch 2 Vowels (49-65)

**2/7 Wed** - Students pair-up to review/compare all homework exercise answers  
Class discussion/review/questions on Vowels-**Hand-out of Reading assignment** w/strategies

**Homework for Monday-** Vowels Ch 2 (71-82) complete tests 1-6 (omit 3A & 4A)

### **Week #4**

**2/12 Mon** -Students pair-up to review/compare all homework exercise answers  
Class discussion/review/questions on Vowels-final review

**2/14 Wed**-Final questions/review of Vowels and Reading Assignment

**Test #1** on Ch 1-Consonants & Ch 2-Vowels, / Reading comprehension & Vocabulary in context.

Brief overview of Chapter 3 Syllables

**Homework for Monday** - Read and complete all exercises Chapter 3 Syllables (83-95) & Pages 96-100 Review Test #4 –The reading and questions that follow.