

## Syllabus

ESL 061  
Spring 2006  
Room # 308

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### ESL 061: English for Speakers of Other Languages II

#### Course Description

This course is offered to ELL students to assist them in the further development of vocabulary, reading comprehension, writing, and grammar skills. The continued development of these skills is essential for successful outcomes in the reading and writing of college coursework.

#### Objectives

By the end of the term, students will achieve these pertinent outcomes:

1. Develop a larger vocabulary base and evidence the ability to demonstrate increased reading comprehension, improved grammar, sentence structure and writing skills.
2. Employ increased reading, writing, and speaking vocabulary in response to readings and discussions; synthesize the processes of reading, discussion, and writing to articulate ideas clearly.
3. Utilize strategies and insights to increase current vocabulary base and improve 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 the building of a solid foundation in each of these areas. Emphasis is placed on strategies to improve reading comprehension skills, vocabulary development, and recognition of new vocabulary words within the context of assigned reading.

Grammar and sentence structure development will be incorporate in this Level 2 course. However, more extensive coverage will be presented in the ESL Sentence Structure course (062), to allow for dedicated coverage of Grammar, and the writing of well structured sentences throughout the term.

## Objectives

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

- 1) The ability to develop and demonstrate increased vocabulary, and reading comprehension skills.
- 2) The ability to successfully employ increased vocabulary, reading, and listening skills.
- 3) The ability to write short, well structured simple sentences in response to readings and discussions, synthesizing the processes of reading, discussing, and writing of simple sentences to articulate ideas clearly.

## Assignments and Grading

Final grades are based on the following:

- a. Class Participation –Includes appropriate contributions to class discussions, completion of class and homework assignments when due= 20%
- b. Quizzes - following the completion of each chapter in Building College Reading =50%
- c. Vocabulary Quizzes- Building a Better Vocabulary=30%

There will be ***no make up tests*** unless special circumstances occur that keep you from attending that day. If so, requests, and arrangements must be made with the instructor ***before*** the day of the test.

### Final grade possibilities:

|            |            |            |            |           |
|------------|------------|------------|------------|-----------|
| A (93-100) | B+ (87-89) | C+ (77-79) | D+ (67-69) | F (0--59) |
| A- (90-92) | B (83-86)  | C (73-76)  | D (63-66)  |           |
|            | B- (80-82) | C- (70-72) | D- (60-62) |           |

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

### **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 learn of assignments or information missed. Be sure to contact another student for pertinent information before returning to class.

If you are late for class, walk in quietly and take the closest available seat.

### **Required Texts and Materials**

**Building College Reading, 3rd Edition**, by Bill Broderick  
**Building a Better Vocabulary, 3rd Edition**, by Smith, Johnson & Mohr  
**American Heritage Pocket Dictionary**

**A 3 ring binder or 8 x 11 notebook w/college ruled paper and pockets, pens, highlighter and pencils** for taking notes, in-class writing assignments, and homework  
**Inexpensive headphones** for portions of ESL software programs.

### **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 zero (0) grade.

### **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 Chris Scarborough 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.

### Course Outline

The following is a brief outline of the first 3 weeks, a general indication of how we will cover the coursework throughout the term. Additional information will be provided in class each session.

### OUTLINE

#### Week #1

Monday 8/29 - Review Syllabus - Course Description - Student/Instructor expectations – In class 15 minute writing assignment (hand in) Purchase textbooks

Homework -Read the following for in class discussion on 8/31:

a) Groundwork for College Reading (GCR)

How to Become a Better Reader and Thinker (pages 1-6)

b) Groundwork for a Better Vocabulary (GVB)

Introduction-WHY VOCABULARY DEVELOPMENT COUNTS (1-8)

Wednesday 8/31- Instructor will review reading strategies required for all course readings –Discussion and review of the homework assignments due for today.

GCR overview of Chapter 1 - Phonics 1- Consonants

GBV vocabulary word base pre-test - Introduction to Chapter 1

Homework Assignments for Wednesday 9/7

A) GFCR Chapter 1 (pages 9-28) complete all exercises

B) GFBV Chapters 1- Complete all exercises without a dictionary.

#### Week #2

Wed- 9/5 – Broad review of Phonics – Consonants

Address student questions on topic and chapter

Review exercises in pages 9-28

Discuss formats of textbooks & strategies to employ for all readings  
Review GBV Chapter 1, and discuss vocabulary in context methods –  
address students' questions.

Homework Assignments for Monday 9/12

GCR- Read story and complete all exercises including chapter tests  
1, 2 & 3 (a, b, & c only)

GBV- Chapter 2 –Complete all exercises without a dictionary.

**Week #3**

Mon- 9/10 GCR-Students pair-up and review/discuss their answers before  
class review.

Students check answers against answer sheet

Final review of Consonants and rules w/questions

Review Vocabulary Chapter 2- address questions

Homework for Wednesday-9/12- **STUDY FOR QUIZ!**

Wed- 9/12 Brief overview of GCR Ch 2 Vowels & GVB Ch 2

**Quiz on Consonants and 10 Vocabulary words Ch 1**