

Syllabus Fall 2009

ESOL 060: English for Speakers of Other Languages I

ESOL K060- 30559

Phone: (860) 892-5724

Tuesday/Thursday-2:30PM-4:10PM

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Room E210/212

Office # C268 /Available M/W 4PM-5:30PM,

Instructor: B. Yanofsky

T/R 12:00-2PM & 4PM–5:30(Office or Language Lab)

Course Description

This ESL course offers English Language Learners (ELL) strategies to improve communication, 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 the college student's deep commitment to building a strong foundation. Emphasis is placed on improving listening and speaking skills, raising vocabulary/reading comprehension levels, and increasing basic writing skills.

Coursework includes, but is not limited to:

Phonics identification a. consonants b. vowels c. syllable separation rules

Dictionary Uses: pronunciation-definitions-synonyms-parts of speech-and more

Identifying prefixes, suffixes and root words

Vocabulary in Context Clues – Understand new vocabulary by learning strategies to identifying context clues.

Identify the main idea and supporting details of paragraph and essay readings.

Writings and discussions in response to homework and in-class assignments

Learning Outcomes:

By the end of the term, students will achieve the following outcomes:

1. Improve pronunciation, speaking and listening skills, evidenced in class discussions and oral presentations .
2. Employ learned strategies to identify new vocabulary, the main idea and supporting details of short readings and presentations.
3. Increase academic vocabulary and improve reading comprehension (assessed through in-class discussions on readings and end of chapter quiz/test.
4. Demonstrate oral communication and ability to articulate ideas clearly.

5. Demonstrate ability to form well structured sentences on tests and writing assignments.

Assessment of increase in these skills will be determined through assigned oral presentations, writing assignments, vocabulary in context/reading comprehension tests, and pre/post academic vocabulary testing.

How Grades Are Determined

a. **Class Participation 10%** – Includes: attendance, punctuality, *appropriate* contributions to class discussions (a raised hand and instructor’s okay will prevent us from all talking at the same time), completion of homework assignments when due. Reading assigned work by date due and coming to class prepared are essential responsibilities of class participation.

b. **Quizzes & Reading/Writing responses 70%** - Students will receive quizzes and writing assignments based on contents of lectures, in class discussions, activities, and homework assignments. A quiz or in class writing assignment may be assigned without notice, so take notes, complete homework and class assignments on time, and be sure to follow up with questions when you need additional clarification.

c. **Midterm 10%**

d. **Final 10%**

It is extremely important to attend all classes and stay current with coursework . Each test, quiz, in-class writing or group activity is part of the class activity for that day. For this reason Make-up tests will not be available.

Final Grade Possibilities

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

****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, With Phonics, 4th Edition, 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.”

GROUNDWORK FOR A BETTER VOCABULARY, 3RD Edition, SMITH, JOHNSON, MOHR, Townsend Press

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, college ruled paper, with a minimum of 2 sections and pockets.

Pens, highlighters, pencils, small sharpeners (a pencil may be used when drafting a response)

A PEN IS REQUIRED for all writing assignments and tests.

Inexpensive headphones will be needed for audio portions of ESL software programs.

Be sure to bring your Textbooks, American Heritage Pocket Dictionary, hand-outs and completed homework assignments to each 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 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.

