

ESL K060 English for Speakers of Other Languages I
Course Number: 11633
Four Credits
Three Rivers Community College
Class time: 12:00-1:40
Room: E210/212

Instructor: Barbara Glider

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Course Description:

This course provides a strong foundation in reading, writing, listening, and speaking. Students begin to develop an understanding of the English language through instruction in reading and study skills strategies, vocabulary development, the writing process and class discussions to enhance students' ability to communicate ideas in English.

***COURSE DOES NOT COUNT TOWARDS THE CREDIT REQUIREMENTS FOR GRADUATION.**

Learning Outcomes:

Upon successful completion of ESL 060, students should be able to:

Develop proficiency in reading various college-level materials.

Develop an understanding of phonics and word parts (prefixes, suffixes, roots) to strengthen spelling, pronunciation skills and increase vocabulary base.

Develop student's English vocabulary in oral and written forms through student discussions, group work and writing.

* Understand the connection between the reading and writing processes. *Develop and use academic reading and speaking vocabularies.

*Comprehend college-level reading materials through strategy instruction and assessment.

*Comprehend and summarize college-level reading material to develop their own ideas.

*Recognize various genres of non-fiction including types of essays, speeches, and informational pieces.

* Recognize different genres of non-fiction, such as editorials, speeches, and essays.

*Understand how read critically and respond both orally and in writing through student responses.

*Develop an awareness to critical reading skills such as main idea, supporting details, and context clues.

* Understand the connection between the reading and writing processes.

Develop an understanding of the writing process and demonstrate proficiency in using various writing skills.

*Demonstrate basic writing skills by writing responses building from complete sentences to paragraphs.

*Develop proficiency in expressing ideas in correct, complete sentences and in unified, coherent paragraphs.

* Develop proficiency in writing in response to activities in text.

*Write responses both in paragraph and short essay format based on ideas developed from assigned academic readings and in-class discussions.

*Develop a continuing understanding of the writing process with a focus on pre-writing, sentence and paragraph development.

*Demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, and the ability to thoroughly edit.

*Develop an understanding of spelling, grammar, and sentence structure in English in written responses.

*Recognize and fix common grammatical and sentence-level errors.

Develop proficiency in oral English, developing proficiency in oral academic discourse.

Develop proficiency in English pronunciation through oral responses and group work.

Develop and use both oral conversational and academic vocabulary in Standard English format with discussions, group work, and oral presentations.

Gain an understanding of the importance of group work and oral presentations of class material.

Develop listening skills to include comprehension of basic verbal instructions.

Develop, improve, and increase student's ability to comprehend verbal instructions through specific strategy instruction.

Develop skills to monitor their understanding when listening comprehension is lost.

Develop proficiency in the use of various academic tools to increase comprehension, study and research skills.

*Develop strategies to monitor their own comprehension with study skills and strategy instruction.

*Develop proficiency in the use of tools such as dictionary skills and other study skill resources.

*Use tools appropriately related to reading and writing, such as dictionaries, thesaurus, and writing handbooks.

*Develop additional proficiency in skills to enhance comprehension including note-taking.

*Utilize strategies for writing with time constraints.

Utilize software that provides the following:

1. Assists students in the assessment of vocabulary, sentence skills and reading comprehension.
2. Demonstrates vocabulary, sentence skills and reading comprehension at individual levels.

*Utilize word processing programs, including proofreading software, in the writing process.

Required Readings:

Main Text:

Benz, C. (2006). *College Reading 1*. Boston: Heinle Cengage Publishing.

Fellag, C.R. (2006). *College Reading 2*. Boston: Heinle Cengage Publishing.

Hogue, A. (2008). *First Steps in Academic Writing (2nd ed.)*. White Plain, NY: Pearson Education, Inc.

More Grammar Practice 1. Boston: Heinle Cengage Publishing.

Supplemental:

The American Heritage Dictionary (4th ed.). (2003). NY, NY: Random House, Inc.

Additional Materials:

Students will need a notebook, binder and flashdrive.

In addition, articles, excerpts, and chapters will be distributed before and during the course. They will become part of class discussions and assignments.

Course Requirements:

Note: If you are unable to meet the requirements at any time during the semester, please see the instructor to discuss possible options.

Attendance: Because of the set-up of this course, it is expected and required that you are present for every class. **THREE UNEXCUSED ABSENCES** will result in you being referred to student services. Class participation and discussion are an important part of your ability to understand the key ideas presented in the course. Your absence will have a negative impact on your grade and you must make arrangements with the instructor to make up the time missed.

Tardiness: Coming late is disrespectful to your fellow classmates and the instructor and you will miss key instruction at the beginning of class. Your tardiness will have a negative impact on your grade.

Participation: As a community of learners, your opinion is very important. We learn from each other and participation in the class helps you understand what is being discussed and provides the instructor with insight into you as a learner. Participation will be graded (see under grades).

Academic integrity: Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic integrity erodes the legitimacy of every degree awarded by the college. In this class and in the course of your academic career, present only your best work and clearly document the sources of the material you use from others and act at all times with honor.

One thing you must guard against is *plagiarism* which is the unacknowledged use of another person's words or ideas in your writing. You will be shown how to acknowledge another person's thoughts or ideas and failure to do so have serious consequences which may include failing the assignment or failing the course.

Students with special learning needs: Students who need accommodations should make an appointment with the Counseling and Advising Center and inform the instructor. All information regarding student needs is confidential.

College withdrawal policy: A student who cannot continue in the class and must withdraw once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar's office and an instructor's signature is required after the deadline has passed. You will receive a "W" if you withdraw correctly but if you simply stop attending classes, you run the risk of failing the class.

Weather Cancellations: Call the main college number (860) 886-0177 or online at www.trcc.commnet.edu for weather information.

Computer use at TRCC: Students will need to be familiar with the computer and use the computer before, during, and after class to complete assignments. A review on how to use the computer will be done in the first week of classes.

Please refer to the computer resources policy found in the academic catalog on the Three Rivers Community College website for additional information on access and proper use of computers on campus.

Technology use: Please turn off all cell phones and pagers. Texting during class is not allowed. There are no exceptions to this policy.

Readings: Because this course looks at reading and writing, there will be assigned readings from the text and from articles, excerpts or chapters that you will need to read and understand. Without reading them, you will not be able to actively participate in class discussion or reviews.

Assistance: There are a number of ways that you can get help in this course and some are:

1. From the instructor: If at any time you don't understand what needs to be done for this course, please don't hesitate to ask me in class, or e-mail me, telling me of your concerns helps to clear up problems and anxieties later on.
2. The Writing Center: The Writing Center is available for any student who needs writing assistance. You can e-mail drafts for advice or contact them at (860) 892-5773 or TRWritingCenter@trcc.commnet.edu. In addition, the Tutoring and Academic Success Center can also help by contacting them at (860) 892-5713.
3. From peers: As a community of learners, you can use each other's expertise and abilities to assist each other.

Assignments: Assignments must be handed in when they are due. Larger assignments such as essays can be e-mailed to the instructor as a Word attachment. Any lengthy written assignment can be reviewed by the instructor before it is handed in.

Grading: The final grade will be a letter grade A, B, C, D or F. Students must get a C and pass a final exam/assignment to pass this course.

Grading is based on the following:

Class participation: This means:

Attending all classes, active participation in discussions, coming to class prepared, in class writing, and doing assignments on time.	10 points
Quizzes and in class assignments:	30 points
Writing assignments:	25 points
Speaking and listening assignments	25 points
Exit exam:	10 points

“The main thing I try to do is write as clearly as I can. Because I have the greatest respect for the reader, and if he’s going to the trouble of reading what I’ve written- I’m a slow reader myself and I guess most people are- why, the least I can do is make it as easy as possible for him to find out what I’m trying to say, trying to get at. I rewrite a good deal to make it clear.”

E.B. White

“Omit needless word, omit needless words, omit needless words.”

W. Strunk, Jr.