

**ESL K061 English for Speakers of Other Languages II**

**Course Number: 10577 T1 (a.m. on Tuesday/Thursday) / 10750 T2 (p.m. on Monday/Wednesday)**

**Four Credits**

**Three Rivers Community College**

**Tuesday and Thursday 10:00 to 11:40**

**Monday and Wednesday 6:00 to 7:40**

**Language Lab Tutoring Hours: Monday: 10-12 and 1-2; Wednesday: 1-2 and 5-6  
Room K210/212**

**Spring, 2011**

**Instructor: John S. Kania, Ed.D.**

**Office Hours: Tuesday: 9-10; Thursday: 9-10 and 5:15 to 6:15; by appointment**

**E-mail: [jskame@hotmail.com](mailto:jskame@hotmail.com) or [jkania@trcc.commnet.edu](mailto:jkania@trcc.commnet.edu)**

**Office: D203 B**

**Office Phone: (860) 885-2351**

**Course Description:**

*This course expands instruction provided in K060 in reading, writing, speaking, and listening. Additional instruction in reading skills, speaking and listening skills and process writing will continue in preparation for future college courses.*

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

**LEARNING OUTCOMES**

***Upon successful completion of ESL 061, students should be able to:***

**Develop increasing proficiency in reading various college-level materials.**

\*Demonstrate increased proficiency in English vocabulary in oral and written forms through student's responses and writing.

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

\*Demonstrate comprehension of a wide variety of college-level reading materials for students to summarize and synthesize.

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

\*Recognize various genres of non-fiction including magazine articles, essays, newspaper reports, memoirs, biographies, and research-based articles.

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

\*Develop strategies to read critically and write to review, reflect, and respond both orally and in writing.

\*Read and think critically: Understand the connection between the reading and writing processes

\*Develop an understanding of critical reading skills such as main idea, supporting details, context clues, inferences, and arguments.

\*Read and think critically: Understand the connection between the reading and writing processes.

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

\*Demonstrate basic writing skills by writing responses in lists, complete sentences, and paragraph forms.

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

\*Develop proficiency in writing longer written responses including short essay format when reflecting on a particular reading selection.

\*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 in expanding student's understanding of paragraph formation, and development of essay format.

\*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 through student's responses and writing.

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

**Develop expanding proficiency in oral English, developing increased proficiency in oral academic discourse.**

Demonstrate the ability to explain/summarize in an organized fashion orally in student's oral responses and class discussions.

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

\*Develop and use academic reading and speaking vocabularies.

Develop an understanding of the importance of oral presentations on non-fiction materials.

**Develop continuing listening skills to include comprehension of basic verbal instructions.**

Develop an ability to comprehend multiple verbal instructions through group work and class discussions.

Demonstrate an improvement in student's ability to monitor their listening and ask appropriate questions when listening comprehension is lost through strategy instruction.

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

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Develop strategies to monitor their own comprehension through strategy instruction.

\*Use appropriate strategies and tools such as dictionary skills and the use of the various resources in the library.

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

\*Develop study skills to enhance comprehension including highlighting, annotating, and the use of graphic organizers such as mapping and outlining.

\*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. \* Employ effective annotation skills.

Use of software that:

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

## **Required Readings:**

### **Main Texts (all required):**

Avery, J.D. and Fellag, L.R. (2006). *College Reading 3*. Boston: Heinle Cengage Publishing.

Benz, C. and Schuemann, C. (2006) *College Reading 4*. Boston: Heinle Cengage Publishing.

Cotter, E. (2006). *College Writing 2*. Boston: Heinle Cengage Publishing.

*More Grammar Practice 2*. Boston: Heinle Cengage Publishing.

### **Supplemental:**

*The American Heritage Dictionary* (4<sup>th</sup> ed.), (2001). Houghton Mifflin, Inc.

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

### **Additional Materials:**

Students will need a notebook, binder/folder for papers and a flashdrive.

### **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](http://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, e-mail me, or call me. Telling me of your concerns helps to clear up problems and anxieties later on. I will be tutoring in the Language Lab at the hours listed above.
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](mailto:TRWritingCenter@trcc.commnet.edu) . In addition, the Tutoring and Academic Success Center can also help by contacting them at (860) 892-5713.
3. Course on Blackboard Vista: This course will be placed on Blackboard and further details will be provided when it becomes available.
4. 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:

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| 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*