

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>English as a Second Language</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>ESOL 0315</u>
<b>COURSE TITLE</b>	<u>High Beginning Reading and Writing</u>
<b>COURSE CREDIT HOURS</b>	<u>3            3        :        1</u> Credits    Lec.                    Lab

#### I. Catalog Description

Develops English reading proficiency and vocabulary for academic, career, or personal purposes in speakers of languages other than English and prepares them to function in a multicultural, multilingual society. High beginning level. May not be counted toward graduation requirements. A grade of "C" or better will be required for advancement to the next course. **Prerequisite: Assessment of English language proficiency. (3:1). Lab fee.**

#### II. Course Objectives

Since this class is designed to prepare non-native speakers of English for academic courses, students are expected to use English in class at an appropriate level. Moreover, writing, reading, grammar, and listening and speaking activities will be incorporated throughout the course.

**Upon satisfactory completion of this course, the student will be able to perform the following reading tasks:**

- A. Preview text using a variety of strategies.
- B. Identify main ideas and supporting details.
- C. Predict what a reading selection will be about based on the title, subtitles, and illustrations.
- D. Draw a mind map or create an outline using supporting details.
- E. Respond orally and in writing to open-ended literal and inferential questions based on reading material.
- F. State opinions based on readings.
- G. Identify different parts of speech used in a reading passage.
- H. Recognize basic sentence patterns in the text.

**Upon satisfactory completion of this course, the student will be able to perform the following writing tasks:**

- I. Develop different types of paragraphs using topic sentence, supporting details, and concluding sentences.
- J. Recognize and correct errors reflecting high beginning grammar sentence structure.
- K. Apply the writing process which includes pre-writing, revising, editing, and reviewing.
- L. Read and recognize how paragraphs are structured and use them as models for writing.
- M. Use the dictionary and thesaurus as aids in improving vocabulary and word choice.
- N. Give verbal and written feedback to peers during peer editing activities.
- O. Combine sentences with *and*, *but*, and *or*.
- P. Use time clauses to show how two ideas are related to each other and also linked to a specific time within the same sentence.
- Q. Use the conventions of writing to include indentation, margins, capitalization and punctuation.

### III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students (**at the appropriate level**) will:

1. Comprehend and summarize texts, including the identification main idea, supporting details, audience, and purpose of text.
2. Interpret and critically analyze author's bias, purpose, and perspective in academic materials.
3. Make inferences and draw conclusions from a variety of college level texts.
4. Respond critically, orally and in writing, to various kinds of college level texts.
5. Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.
6. Demonstrate knowledge of cultural and historical references to American society in written materials.

### IV. Evaluation

#### A. Placement

Enrollment in ESOL 0315 is determined by placement test score.

#### B. Assessment

1. Students will demonstrate successful attainment of the course objectives through instructor assigned activities which can include the development of a portfolio, reading logs, writing samples, tests, quizzes, and where appropriate, graded speaking activity.
  2. Students must have a 70% or higher to take the course Exit Exam and must also pass the Exit Exam with a score of 70% or better. The exit Exam includes a reading section and writing section. If a student passes one and does not pass the other, the student may take a second exam in the area they did not pass. However, if a student does not pass both sections, they do not have a second chance to take the Exit Exam. If a student does not pass the Exit Exam, the student will receive a "D" and must repeat the course to advance. A grade of "C" or higher is required to advance to the next level.
  3. Students are required to complete all lab activities for this course.
- C. It is agreed that the percentage weight of reading and writing assignments will be equal and that at least 40% of the student's grade shall be derived from writing assignments consisting of 6-8 paragraphs of 150-200 words each, at least 40% shall be derived from Reading assignments and no more than 20% from other evaluations (e.g. - lab, participation, etc.). Lab work cannot count more than 15% of the final grade.

#### Grading Scale

A = 90 - 100%	I = Incomplete
B = 80 - 89%	W = Withdrew or Withdrawn
C = 70 - 79%	
D = 60 - 69%	
F = 0 - 59%	

Note: A grade of C or better is required for advancement to the next course.

#### D. Course Support

Students who need assistance with anything related to the course should consult the instructor.

**V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024)

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.