

# 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 0340</u>						
<b>COURSE TITLE:</b>	<u>Advanced Reading</u>						
<b>COURSE CREDIT HOURS:</b>	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;">3</td> <td style="text-align: center; border-bottom: 1px solid black;">3</td> <td style="text-align: center; border-bottom: 1px solid black;">1</td> </tr> <tr> <td style="text-align: center;">Credit</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	3	3	1	Credit	Lec	Lab
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Credit	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. An exit reading level of twelfth grade and a “C” or better will be required for completion of this course. Advanced. May not be counted toward graduation requirements. **Prerequisite: Assessment of English language proficiency or ESOL 0317. (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. 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:

- A. Read at the required reading level as measured by a reading selection chosen by the ESL Discipline.
- B. Demonstrate mastery of literal and implied comprehension by integrating central points and supporting information into a schematic pattern (concept mapping).
- C. Understand and apply ideas across a variety of texts and personal experiences.
- D. Identify modes of writing that include narration, description, and exposition.
- E. Recognize organizational patterns that include listing, time order, classification, comparison and contrast, and cause and effect.
- F. Summarize and paraphrase information in his/her own words.
- G. Reading diverse selections that include such content areas as government, psychology, history, literature, biology, and periodicals.
- H. Exhibit mastery of critical reading skills orally and/or in writing by:
  1. distinguishing between statements of fact and opinion,
  2. identifying the author’s purpose, tone, and point of view,
  3. making inferences and drawing conclusions,
  4. evaluating the logical effectiveness of arguments, and
  5. recognizing propaganda techniques and author’s bias.
- I. Show understanding of aesthetic comprehension by:
  1. Identifying figurative language including: metaphor, simile, personification, and hyperbole
  2. Evaluating the quality of text.
- J. Demonstrate vocabulary knowledge as determined by instructor to include:
  1. Defining meanings of words read in texts based on context clues (e.g., definitions, examples, comparison, contrast, cause and effect, and details provided in surrounding text.)
  2. Applying knowledge of roots and affixes to infer the meanings of new words.

3. Using reference guides (dictionary and thesaurus) to confirm the meanings of new words or concepts.
- K. Complete lab activities as assigned.

### 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 into ESOL 0340 is determined by placement test score or successful completion of ESOL 0317.

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 in the course to take the course Exit Exam and must pass the Exit Exam with a score of 70% or better. If a student does not pass the first Exit Exam, they will be given a second similar exam. If a student does not pass one of these two Exit Exams, 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. Refer to lab manual for details.

- C. Post-Assessment: At the end of the course, the student must take a discipline approved exit exam. A passing grade on the exit exam is 70%. If the student does not pass the first exit exam, s/he will be given a second similar exam. A student cannot be assigned a passing grade without scoring at least 70% on one of the two exit exams. Lab work cannot count more than 15% if the final grade.

Grading Scale

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 0 - 59%

I = Incomplete

W = Withdrew or Withdrawn

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 (American 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.