

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>English as a Second Language</u>						
COURSE RUBRIC AND NUMBER	<u>ESOL 0317</u>						
COURSE TITLE	<u>High-Intermediate Reading/Writing</u>						
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>1</u></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>	<u>3</u>	<u>3</u>	<u>1</u>	Credit	Lec	Lab
<u>3</u>	<u>3</u>	<u>1</u>					
Credit	Lec	Lab					

I. Catalog Description

Focuses on strategies and writing and techniques of writing and composition. Open only to non-native speakers. High intermediate level. May not be counted toward graduation requirements. A grade of a "C" or better will be required for advancement to the next course. **Prerequisite: Assessment of English language proficiency or ESOL 0316. (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:

- A. Read at the required reading level as measured by an appropriate reading selection or selections chosen by the discipline.
- B. Use simple, compound, and complex sentences with correct grammatical structures.
- C. Demonstrate the writing process in 4 paragraph essays which can include the following rhetorical styles: narrative, descriptive, cause and effect, compare and contrast, problem/solution, and persuasive.
- D. Identify the following elements, transitions, and organizational patterns after reading assigned materials:
 1. Elements: topic/main idea/thesis/major details
 2. Author's purposes: inform, persuade, and entertain
 3. Patterns: Listing, Chronologic Order, Classification, and Compare/Contrast
- E. Read and correct errors in student essays through peer-editing activities.
- F. Define and analyze forms of figurative language and academic and technical vocabulary using context clues, structural analysis, and the English dictionary.
- G. Produce concept maps and/or outlines demonstrating the thesis statement/main ideas and major details for use with the writing and reading process.

- H. Respond orally and in writing to open-ended literal and inferential questions based on writing and reading assignments.
- I. Demonstrate the reading process utilizing a variety of methods such as SQ3R.
- J. Annotate and summarize instructor-assigned reading selections.
- K. Identify and produce elements of critical thinking to include fact/opinion, author's purpose, author's tone, and drawing valid conclusions and inferences.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Comprehend and summarize texts, including the identification of 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 0317 is determined by placement test score or successful completion of ESOL 0316.

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. Refer to lab manual for details.

- C. It is agreed that the percentage weight of reading and writing assignments will be equal and that a minimum 40% of the student's grade shall be derived from writing assignments consisting of 6-8 essays of 350-500 words, and a minimum 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%

B = 80 - 89%

I = Incomplete

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.