

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	<u>3 3 : 1</u> Credit Lec Lab

I. Catalog Description

Focuses on strategies 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 “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. Predict what a reading selection will be about based on the title, subtitles, an illustrations.
- C. Identify stated and unstated main ideas and major and minor supporting details.
- D. Use simple, compound, and complex sentences with correct English word order, tenses, and verb agreement.
- E. Identify and use all forms of the present, past, and future tenses.
- F. Identify and use English parts of speech.
- G. Develop 4-6 individual essays using introduction, 2-3 body paragraphs, and conclusion.
- H. Write essays which include a thesis statement, major and minor supporting details, and transitions.
- I. Apply the writing process which includes pre-writing and revising.
- J. Use the conventions of writing to include indentation, margins, capitalization, and punctuation.
- K. Respond to open-ended literal and inferential questions based on reading material.
- L. Use content to determine the correct meaning of unknown words and phrases.
- M. Identify the following elements, transitions, and organizational patterns in reading assignments.
 - 1. Elements: topic/main idea/thesis/major supporting details/minor supporting details.
 - 2. Author’s purpose and tone.
 - 3. Patterns: Cause/Effect, Comparison/Contrast, Problem/Solution, and Persuasive
 - 4. Differentiate between fact and opinion.
- N. Annotate and summarize reading selections.
- O. Use dictionary skills for both reading and writing.

- P. Demonstrate the writing process in four-paragraph essays including cause/effect, comparison/contrast, problem/solution, and persuasive.

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 completion of the course objectives through instructor assigned activities which should include 4-6 essays and 4-6 reading exams.
 2. Students must have a 70% or higher course average to take the Exit Exam. 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 pass the course. 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. At least 40% of the student's grade shall be derived from writing assignments consisting of 4-6 essays, and at least 40% shall be derived from 4-6 reading exams with no more than 20% from other evaluations. 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.

VII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.