

SYLLABUS
English as a Second Language
Cuyamaca College

ESL 100R ESL Reading and Vocabulary IV

Fall 2014
Sections #2340
16 Week Class/ 3 Units/ Room B-258

Instructor: Guillermo R. Colls, MA

Office: B 355

Hours: Wed 12:30 – 1:30, Tuesdays and Thursdays 11:00 a.m. to 1:00 p.m.

Text & Materials: *Required Texts:*
Inside Reading 2 by Zwier, Lawrence.
New York: Oxford, 2012
ISBN 9780194416283
The Pearl by John Steinbeck
New York: Penguin USA, 1992
ISBN 9780140177374

And an additional novel to be chosen by the student

Text and Novel will be available in the College Bookstore. The novel chosen by each student may have to be found elsewhere. Other material to be provided by instructor.

Suggested Text:
Any good English-only Dictionary

Course Description:

Intermediate level course designed to extend the range of ESL students' vocabulary and reading ability. Focuses on improving reading skills and strategies as well as understanding and use of academic vocabulary. Academic vocabulary development is also an emphasis. Students will gain both a passive and active command of word form and word choice for the intermediate level, and learn a variety of words and how to use them. Students are encouraged to take this class concurrently with ESL 100.

Blackboard:

Most of the following requirements will be completed on Blackboard, Cuyamaca's web-based bulletin board. Some assignments will require both a hard copy to turn in to the instructor AND a submission to Blackboard via uploading procedures. You will be shown how to do this in the first two weeks.

Course Objectives:

Students will be expected to:

- 1) Display knowledge in take-home worksheets of several new high-frequency, intermediate level words every week.
- 2) Read and comprehend a variety of texts above 800 words on average, including articles, essays, biographies and stories. Comprehension to be measured in class discussions and by completion of critical thinking worksheets.
- 3) Apply appropriate reading strategies in pre-reading, reading and post-reading of texts that are more grammatically complex or are on unfamiliar topics and display knowledge of these strategies in class and group activities.
- 4) Analyze those texts using critical thinking techniques and knowledgeable use of textual cues such as sentence connectors and pronoun references, word stems and affixes, and grammatical identification of words: nouns, verbs, adjectives, and adverbs. Display these techniques in various critical thinking worksheets.
- 5) Read and critically analyze two complete novels; summarize and discuss the contents of one of those novels in a presentation.
- 6) Read several texts NOT PROVIDED by the course, of the student's own choosing, and summarize and critically analyze their contents.
- 7) Apply skills necessary in using an English-English dictionary to complete vocabulary worksheets.

Course Assignments:

- A. **Reading of assigned text** - Students prepare for class by reading assigned sections from their texts. Guided reading worksheets on the text will be provided. Students will answer the critical thinking questions on this worksheet and turn it in on the assigned times.
- B. **Reading of Novel** - Students prepare for class by reading assigned sections from their novel. Guided Reading worksheets on this novel will be provided. Students will answer the critical thinking questions on this worksheet and turn it in on the assigned times.
- C. **Reading Homework Journals** –Student are expected to turn in a journal (form provided) detailing outside reading of the students' choosing. These readings can take from 15 to 30 minutes, then students will answer the critical thinking questions on this worksheet and turn it in on the assigned times.

D) **Laboratory Reading Worksheets** – An in-class reading lab will be provided for students to do additional readings and complete worksheets based on those readings. Students choose from a variety of novels, collections of essays and short stories, and non-fiction books on various subjects. They read for 30-45 minutes, then answer a critical thinking questions worksheet.

E. **Vocabulary Worksheets** – The instructor will assign vocabulary words AND the student will choose additional vocabulary based on independent readings. Students complete vocabulary worksheets (provided.) There will be one vocabulary worksheet for the instructor-assigned words, and another worksheet for the student-selected words. Students will answer the critical thinking questions on these worksheets and turn them in on the assigned times.

F. **Quizzes and Examinations**– Every two weeks (approximately) students will complete a progress check. One of these will be a Mid-Term Exam and be weighted more heavily towards the grade. The quizzes will cover material in the text book, the novel, and the vocabulary. The Final Exam will also be weighted more heavily toward the grade and cover comprehensively the text book, novel, student novel, and the vocabulary.

G. **Book Diary** – Students will complete diary entries on their self-selected second novel for ten weeks, finishing their novels within this time. The entries consist of special critical thinking questions to be answered after 15-30 minute readings of their novel four times a week. This is a preparation to the final book report.

H. **Book Report** – Students will answer the critical thinking questions on a specially provided Book Report form and turn it in on the assigned time.

Note* All worksheets, journals, and quizzes will be graded on a point system. The total points for the class will determine the student grade.

Grades:

Grades will be calculated on a point system.

Buff Homework Reading Journals	60 points
Blue and Green Vocabulary Worksheets	75 points
Quizzes	100 points
Yellow Text Guided Reading Worksheets	35 points
Salmon Novel Guided Rdg Worksheets	40 points
Pink Lab Reading Worksheets	40 points
Book Diary and Questions	60 points
Book Report	35 points
Mid-Term Exam	45 points
Final	60 points
Total Possible	550 points

<i>A = 510 points or more</i>	<i>Superior work</i>
<i>B = 480 points -509 points</i>	<i>Very Good work</i>
<i>C = 450 points -479 points</i>	<i>Good/average</i>
<i>D= 420 points -449 points</i>	<i>Below average work</i>
<i>F= Under 420 points</i>	<i>Fail</i>

Assignment points may be adjusted at any time at the discretion of the instructor.

WARNING: THE INSTRUCTOR MAY SUBTRACT POINTS FROM YOUR TOTALS AT ANY TIME FOR VIOLATION OF CLASSROOM POLICY OR FAILURE TO PARTICIPATE IN EXERCISES.

**Note: There are very easy worksheets to do in this course that constitute more than half of the points for the course. It is VERY easy, if you do them right, to get all 100% of those possible points. Thus, despite the higher percentage required of you by the end of the course, this class is actually easier to pass than most, IF YOU ARE WILLING TO WORK!*

*****LATE POLICY:**

This late policy is very specific, so pay special attention to this! Certain work CANNOT BE MADE UP, certain work CAN BE MADE UP WITH A PENALTY, and certain work CAN BE MADE UP ONLY THREE TIMES DURING THE SEMESTER.

The Following work cannot be made up for any reason:

Quizzes and Presentations
Yellow Guided Reading Text Worksheets
Salmon Guided Reading Novel Worksheets

The following work can be made up with a penalty of ONE POINT DEDUCTED:

Green Self-Selected Vocabulary Worksheets
Blue Instructor-Assigned Vocabulary Worksheets
Book Diary Entries
Pink Lab Reading Worksheets (Must be done in Library with instructor's prior knowledge)

The following work can be made up ONLY THREE TIMES, AT THE TIMES THAT WILL BE DESIGNATED BY THE INSTRUCTOR, and ONLY ONE WORKSHEET AT A TIME MAY BE MADE UP:

Buff Homework Reading Journals

Attendance:

Attendance will be taken. Students may be dropped after three absences.

If you miss a class, call a friend for the homework assignment. It is the student's responsibility to make sure his Student File Record is up-to-date. Quizzes and exams cannot be made up. Journals and worksheets can be turned in late upon approval of the instructor.

Friend _____ Phone # _____

Friend _____ Phone # _____

My Philosophy:

I believe every student can pass a reading class simply by reading as best they can, without outside help, for the amount of time recommended. I think getting more and more vocabulary is the key to increasing reading ability, along with constant, constant, constant practice. Students should read English texts every day for at least twenty minutes. The mind will naturally want to understand everything the senses tell it. This includes written language even in a foreign setting. With patient work and increasing practice as guided by

reading instructors, the mind WILL make sense of words, sentences, texts. The rate of improvement will depend on the amount of curiosity driving a student's practice, and vigilance in doing homework in the prescribed manner.

Classroom Policies:

I know that the majority of the students enrolled in this course are serious adults who are here to learn and improve their skills. However, to be sure that we all understand what constitutes acceptable classroom behavior I make the following statement. I expect each of you to treat one another with respect. Speaking when someone else is addressing the class, reading non-course related materials during class, or disrupting the class by rude behavior is unacceptable. Students should review the discussion of academic integrity given in the catalogue.

This course adheres to the policies outlined in the Cuyamaca College catalogue. For further information, see Academic Policies in the catalogue. Students with disabilities who may need academic accommodations should discuss options with me during the first two weeks of class.