

**SYLLABUS**  
**English as a Second Language**  
**Cuyamaca College**

**ESL 103R ESL Reading and Vocabulary V**

**Fall 2014**  
**Section #2347**  
**16 Week Class/ 3 Units**

**Instructor:** Guillermo R. Colls, MA  
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**My Office Hours:** Mon 12:30 – 1:30, Tuesdays and Thursdays 11:00 a.m. to 1:00 p.m.

**WELCOME:**

**This is Reading and Vocabulary practice designed to prepare you for readings you may typically encounter in college-level courses. Be prepared to spend at least three hours at home for the necessary preparation for our in-class discussions and work. Students who set aside this amount of time for this class have almost always managed to pass the course. If you find yourself falling behind the assignments, talk to the instructor about how to catch up and what your options are.**

**Text & Materials:** *Required Texts:*  
Inside Reading 3 by Rubin ISBN: 9780194416290  
Tuesdays With Morrie by Mitch Albom ISBN: 9780767905923

And an additional novel to be chosen by the Student

***Suggested Texts:***

Any suitable English-English Dictionary Text and Novel will be available in the College Bookstore. The second novel chosen by the student may have to be found elsewhere. Other material to be provided by instructor.

**Course Description:**

Pre-requisite for this class is a passing score in ESL 100R or a placement score into ESL 103 on the ESL assessment test. Third course designed to extend ESL students' academic vocabulary and ability to read college-level texts at the advanced level. This class focuses on improving reading skills

and strategies as well as understanding and use of academic vocabulary. Students learn a variety of words and their usage. Students are encouraged to take this class concurrently with ESL 103.

**Course Objectives: At the end of the course, students will be expected to:**

- 1) Learn several new high-frequency, advanced level words every week and demonstrate the ability to use this vocabulary in appropriate sentences.
- 2) Read and comprehend a variety of texts above 1000 words on average (including articles, essays, biographies and stories) and be able to discuss and write about this material in a thoughtful manner demonstrating critical thinking.
- 3) Apply appropriate reading strategies in pre-reading, reading and post-reading of texts that are more grammatically challenging.
- 4) Use critical thinking techniques and knowledgeable to understand more complex writings and recognize sub-texts and subtle writing strategies used by authors, including use of figures of speech and allusions, complex verb forms, and root/affix,/prefix analysis.
- 5) Read and critically analyze two complete novels; summarize and prepare a presentation to the class on one of these books.
- 6) Read several advanced texts NOT PROVIDED by the course, of the student's own choosing, and summarize and critically analyze their contents.
- 7) Use an English-English dictionary and internet research tools properly.

Measurement of this knowledge will entail tests, oral discussion, written assignments, homework, worksheets, and group work. Quizzes and tests will be weighed heavily and will give the student a chance to display their acquired skills as listed in the expectations above.

**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 Requirements:**

A. **Reading of assigned texts** - Students prepare for class by reading assigned sections from their texts. A guided reading worksheet on the text will be provided, with questions for the students to answer after the reading. This worksheet is turned in on the due date for credit.

B. **Reading of Novel** - Students prepare for class by reading assigned sections from their novel. A guided reading worksheet on the text will be provided, with questions for the students to answer after the reading. This worksheet is turned in on the due date for credit.

C. **Reading Homework Journals** –Students are expected to turn in a journal (form provided) detailing outside reading of the students’ choosing. The journal consists of several critical thinking questions to answer plus room to explain two new vocabulary words student-selected from the reading. This journal is turned in on the due date for credit.

D) **Laboratory Reading Worksheets** – An in-class reading lab will be provided for students to do additional readings. A guided reading worksheet on the additional readings will be provided consisting of several critical thinking questions to answer plus room to explain two new vocabulary words student-selected from the reading. This worksheet is turned in on the due date for credit.

E. **Vocabulary Worksheets** – The instructor will assign vocabulary words AND the student will choose additional vocabulary based on independent readings— these will be used to complete vocabulary worksheets (provided.) The worksheets consist of spaces to write the new words, student-written definitions of the word, and a student-generated sentence using the new words. This worksheet is turned in on the due date for credit.

E. **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. Another will be the Final Exam which will also be weighted more heavily toward the grade. Quiz and exam questions consists of student-generated sentences testing for correct use of new vocabulary, multiple choice, true/false, and cloze questions covering the details of the class readings and discussions, and critical thinking open-ended questions covering knowledge of the course. On the Mid Term and Final, the students’ abilities to read and analyze sample texts will also be tested.

F. **Book Diary/Report** – Students will choose one additional novel to read in class and keep a reading diary (provided) on this novel throughout the last ten weeks of the semester. The reading diary consists of answering several critical-thinking questions about the sections of the novel read each week. The student will produce a final report on this novel based on their Diary at the end of the course. This is the independent book final project.

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

**Important Dates:**

**Regular Day & Evening Classes Begin..... August 18**  
Program Adjustment.....August 18 - August 29  
Holiday (Labor Day).....September 1\*  
Census Day (Semester length Classes).....September 2  
Last Day to Apply for P/NP Semester Length  
Classes.....September 19

Last Day to Apply for **Fall 2014**

Degree/Certificate.....	October 10
End of First 8-Week Session.....	October 11
<b>Second 8 - Week Session Begins.....</b>	<b>October 13</b>
Last Day to Drop Semester Length Classes.....	November 7
Holiday (Veterans' Day Observed).....	November 11*
Holiday (Thanksgiving).....	November 27, 28, 29*
<b>End of Second 8-Week Session.....</b>	<b>December 8</b>
Final Examinations.....	December 9, 10, 11, 12, 13, and 15
Close of Fall Semester.....	December 15
Instructor Grade Deadline.....	December 18
Winter Recess.....	December 16 - January 23

**Grades:** Grades will be calculated on a point system. You need 85 % of all possible points to pass with a C average.

<b>Buff Homework Reading Journals</b>	<b>60 points</b>
<b>Blue and Green Vocabulary Worksheets</b>	<b>80 points</b>
<b>Quizzes</b>	<b>100 points</b>
<b>Yellow Text Guided Reading Worksheets</b>	<b>40 points</b>
<b>Salmon Novel Guided Rdg Worksheets</b>	<b>40 points</b>
<b>Pink Lab Reading Worksheets</b>	<b>40 points</b>
<b>Independent Book Diary</b>	<b>50 points</b>
<b>Final Independent Book Project</b>	<b>35 points</b>
<b>Mid-Term Exam</b>	<b>45 points</b>
<b>Final</b>	<b>60 points</b>
Total Possible	<b>550 points</b>

*A = 520 points or more*

*Superior work*

*B = 495 points -519 points*

*Very Good work*

*C = 465 points -494 points*

*Good/average*

*Less than 465 points is below average work: neither a D nor an F is considered a good enough score to go to the next level.*

*\*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!*

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.**

**\*\*\*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 Exams

Yellow Guided Reading Text Worksheets

Salmon Guided Reading Novel Worksheets

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

Book Diary Entries

Green Self-Selected Vocabulary Worksheets

Blue Instructor-Assigned Vocabulary Worksheets

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

In addition, The Independent Book Diaries must be ready to check on the specified dates unless prior arrangement is made with the instructor. The Independent Book Final Project MUST be completed on the day designated.

**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 # \_\_\_\_\_

**Instructor Absence:**

In an instance where the instructor is thirty minutes or more late for class, students shall sign an attendance sheet and then be free to leave.

### **Withdrawals :**

Students are responsible for dropping the class if no longer choosing to attend. It is important to your grade to withdraw properly; otherwise, you will receive a grade at end of term (most likely an F) rather than a “W” for withdrawal.

### **Electronic Equipment :**

Turn off all headphones, pagers, beepers or cell phones and place them out of view during class time. Do not leave class to answer or make a phone call.

*Anyone violating this rule will be warned once and then asked to leave* if warning is not heeded.

### **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.