

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ESL 111

Year: 2019-2020

Course Title: Reading and Vocabulary II

Credit Hours: 4

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description: This intermediate ESL course develops reading comprehension skills so that students will be able to: infer meaning from contextual clues, develop pre-reading skills (skimming and scanning texts, titles, graphs, illustrations, etc), predict meaning from pre-reading activities and visual aids, identify and restate main ideas and supporting details, develop dictionary skills, and make personal connections with and respond to reading selections. Students will also become familiar with the Academic Word List as well as prefixes, suffixes, and roots as aids in understanding new vocabulary. Students must receive a C or better grade to successfully complete this course. Prerequisites: Appropriate assessment test score. 4 Cr. (4 Lec.) Fall and spring semesters.

Course Context/Audience: This course is designed for non-native speakers of English who wish to begin developing academic English skills. Students must complete ESL 111 in order to take ESL 121, unless placed in ESL 121 upon assessment. This course can be used as an unrestricted elective.

Basic Skills/Entry Level Expectations

Writing	W1	Basic writing skills are required. This course may be taken concurrent with ESL 110 or ESL 120.
Math	M0	This course requires very little or no math.
Reading	R2	RDNG 099 if required by placement.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Develop strategies for reading academic texts.
2. Identify main ideas and supporting details.
3. Make inferences and predictions.

4. Increase reading speed.
5. Become familiar with the use of an English dictionary and corpus based tools.
6. Recognize contextual clues to interpret vocabulary meaning.
7. Expand academic vocabulary.

Course Objectives/Topics

Objective/Topic	% Course
By successfully completing this course, the student will be able to apply reading strategies to academic texts and American literature.	40%
By successfully completing this course, the student will be able to respond in writing and through group discussions to various reading selections.	40%
By successfully completing this course, students will be able to recognize a number of words on the Academic Word List and apply strategies to interpret vocabulary meaning.	20%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students read from and respond to a variety of sources and compare those different perspectives. Students also develop critical thinking skills by reflecting and evaluating their own work and the work of others.</p> <p>Students will write about reading selections in a journal and share experiences, ideas and conclusions in class discussions.</p> <p>Through articles, videos, literature, and class discussion, students will develop their own opinions and consider the viewpoints of others.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>The diverse nature of the student body in this class - students come from countries all over the world and it is not unusual to have students from every non-English speaking continent represented in one class – bring different perspectives on many issues into sharp focus in the classroom discussions. Through discussion and analysis of the literature, articles, and videos utilized in class, students will gain a greater understanding of their actions and the actions of others.</p>

Instructional Methods

Students should practice all language skills in a highly integrated, communicative fashion while learning content. The Cognitive Academic Language Learning Approach (CALLA) developed by Chamot and O'Malley (1994) is an appropriate model to use. Instructors should make use of task-based instruction and students work in small groups or pairs collaboratively to achieve a specific product.

Instructors may use a variety of instructional modes, including, but not limited to, lecture, class discussions, and in-class activities. Instructors must include authentic materials from various sources, including, but not limited to, the course text(s), online materials, excerpts from other academic texts, magazines, and newspapers.

This course will also incorporate one short novel. Students will be required to keep a vocabulary notebook and participate in online discussions.

Methods of Assessment/Evaluation

Method	% Course Grade
Homework and Threaded Discussions	15-25%
Reading Discussions and Group Work	20-30%
Reading/Vocabulary Journals	10-20%
Quizzes	15%
Presentations	10-20%
Final exam and self-evaluation	10%

Text(s)

The following texts are recommended:

More Reading Power 3, Linda Jefferies, 3rd edition, @ 2011 Longman/Pearson

or

For Your Information: Reading and Vocabulary Skills 3, Karen Blanchard, 2nd edition @ 2007
Longman/Pearson

Suggested Short Novels:

The Outsiders, S.E. Hinton

The Call of the Wild, Jack London

The Giver, Lois Lowry

Bridge to Terabithia, Katherine Paterson

Hatchet, Gary Paulsen

An English dictionary

Bibliography

Patricia Richard-Amato, Making it Happen, Interaction in the Second Language Classroom, From Theory to Practice, @ 2010: Pearson Education ESL

Anna Chamont and Michael O'Malley, The CALLA Handbook, @2009: Pearson Education ESL

Roger Cohen, Explorations in Second Language Reading, @ 2009: TESOL International Education

Richard R. Day, Teaching Reading, @ 2015: TESOL Press

Averil Coxhead, New Ways of Teaching Vocabulary, @ 2014: TESOL Press

Other Learning Resources

Audiovisual

YouTube for various videos on aspects of reading and vocabulary for English Language Learners

Electronic

Instructors are encouraged to set up an online discussion board

Instructors are encouraged to use companion websites that accompany textbooks

Reading websites:

<http://www.rong-chang.com/>

<http://www.eslfast.com>

<http://www.5minuteenglish.com/reading.htm>

<http://www.npr.org>

<https://newsela.com>

Vocabulary websites:

<http://www.uefap.com/vocab/select/awl.htm>

<http://corpus.byu.edu/coca/>

<http://micusp.elicorpora.info>

Other – None specified

LIBRARY REVIEW
TC3 CURRICULUM COMMITTEE

Courses ESL 110: Writing & Grammar II
 ESL 120: Writing & Grammar III
 ESL 111: Reading & Vocabulary II
 ESL 121: Reading & Vocabulary III
 ESL 112: Speaking & Listening II
 ESL 122: Speaking & Listening III

Proposer Angela Martin

The proposed courses constitute a reconfiguration of existing ESL offerings, in which the course content is deepened, not broadened. As a result, inasmuch as the Library has been able to support ESL 101 and ESL 103 in recent years, and barring substantial changes in the Library's budget or staffing or changes in the assignments of individual instructors, the Library will also be able to support these new courses. The Library has a long history of positive collaboration with ESL faculty as well as with supporting the College's international summer programs.

Of particular note, nearly all of the Library's article databases contain features that enable listening to an article being read aloud and for saving as mp3 files. Other databases contain recordings of interviews and readings, for example, which are not available elsewhere on the Internet.

Additionally of special value to these courses, the Library currently subscribes to large collections of streaming educational videos, specifically Academic Video Online and Films on Demand. These platforms include transcripts that can be displayed alongside each video for students to follow along with the speaker.

Librarian Susanna Van Sant
Date January 14, 2016