

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ESL 091

Year: 2024-2025

Course Title: Reading and Vocabulary I

Credit Hours: 4

I. Course Description: This is a high-level beginning reading course intended for non-native speakers of English who need additional support to move from general to academic English. Students will develop skills and strategies for reading and comprehending simple short stories and articles, writing related sentences, and decoding. Students will also learn to infer meaning from contextual clues and become familiar with the Academic Word List. Prerequisites: Appropriate assessment test score. 4 Equivalent credits. (4 Lec.)

II. Additional Course Information:

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| 1. This non-credit course may not be applied toward any degree or certificate program, but it may be counted towards a full-time load for student visa and/or financial aid purposes. |
| 2. This course is a prerequisite for ESL 111 when required by initial assessment and advising. |

III. Student Learning Outcomes

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

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| 1. Develop strategies for reading academic texts |
| 2. Identify main ideas and supporting details |
| 3. Make inferences and predictions |
| 4. Recognize contextual clues to interpret vocabulary meaning |
| 5. Expand academic vocabulary |

IV. Tompkins Cortland General Education & SUNY Competency Goals

☒ **Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

- Students will develop critical thinking skills by reflecting on and evaluating short academic texts.
- Students will respond to a variety of sources such as text material and class discussion to arrive at informed and logically supported conclusions.
- In this diverse class, students are continually considering the viewpoints of others through pair work, group work, and class discussion.

☒ **Social/Global Awareness**

- Students taking this course 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. The diverse nature of the student body in this class brings different perspectives on many issues into sharp focus in the classroom discussions. Chapter topics help students analyze and understand the consequences of human actions.

☒ **Information Management**

- Students use Blackboard daily for readings and assignments.

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

New 02-2019/A. Palumbo (Martin)

V. Essential Topics/Themes

1. Introduction to college-level readings and American literature
2. Reading comprehension and fluency
3. Vocabulary from the Academic Word List
4. Prefixes, suffixes, and roots

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Reading Assignments: Response to readings and discussion; novel portfolio	40% - 50%
2. Vocabulary: Quizzes and journal	20% - 30%
3. Homework and online assignments	20% - 30%
4. Class participation, including attendance	10% - 15%

VII. Texts *The following texts are recommended. The instructor decides which book to require.*

1. <u>21st Century Reading 1: Creating Reading with TED Talks</u> . 1 st edition: Robin Longshaw, Cengage
2. <u>Reading Explorer 1</u> , 2 nd edition: Nancy Douglas, Cengage
3. Novel suggestions: <u>Number the Stars</u> , Lois Lowry; <u>Island of the Blue Dolphins</u> , Scott O'Dell; <u>Wonder</u> , R.J. Palacio

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Corbett, John. <i>Intercultural Language Activities</i> . Cambridge: Cambridge University Press, 2015.
2. Day, Richard. <i>Teaching Reading</i> . Annapolis, MD: TESOL Press, 2015
3. Friere, Paulo. <i>Teachers as Cultural Workers</i> . Boulder, Colorado: Westview Press, 2005.
4. Lessard, Michael, <i>Teaching Vocabulary</i> . Annapolis, MD: TESOL Press, 2015

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X. Other Learning Resources

Audiovisual: NPR and Voice of America offer both written and audio versions of many of their news stories.
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Electronic:

Instructors are encouraged to set up an online discussion board
Instructors are encouraged to use companion websites that accompany textbooks

Reading Websites:

www.rongchang.com
www.newsela.com
www.npr.org

Vocabulary Websites:

<https://corpus.byu.edu/>
<http://micusp.elicorpora.info/>
<http://www.uefap.com/vocab/select/awl.htm>

Other: None specified

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 academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.