

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ESL 111

Year: 2024-2025

Course Title: Intermediate Reading and Vocabulary

Credit Hours: 4

I. Course Description: This intermediate ESL course develops reading comprehension skills so that students will be able to develop pre-reading skills (e.g., skimming and scanning texts, titles, graphs, illustrations), 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.

II. Additional Course Information:

1. This course is designed for non-native speakers of English who wish to begin developing academic English skills.
2. Students must complete ESL 111 in order to take ESL 121, unless placed in ESL 121 by assessment.
3. This course may be used as an unrestricted elective.

III. Student Learning Outcomes

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

1. Read and respond to intermediate-level academic texts.
2. Read and analyze an appropriate-level work of fiction.
3. Expand intermediate academic vocabulary comprehension and usage.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs – N/A

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.

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☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes – N/A

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

SUNY General Education Competencies – N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☐ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): N/A

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

☒ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Reading strategies
2. Identifying main ideas and supporting details
3. Making inferences and predictions
4. Using an English language dictionary
5. Academic vocabulary

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Homework (e.g., reading assignments, novel unit, discussion leader)	30-40%
2. In-class discussions, group work, writing activities	20-30%
3. Vocabulary journals	10-20%

4. Quizzes (vocabulary and reading) and final exam/project	10-20%
5. Participation and Attendance	5-10%

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

	OER
1. Boardman, Cynthia and Laure Barton. <i>Challenges 2: Reading and Vocabulary for Academic Success</i> , University of Michigan Press, 2013.	<input type="checkbox"/>
2. Bohlke, David and Nancy Douglas. <i>Reading Explorer 3, 3rd edition</i> , National Geographic, 2013.	<input type="checkbox"/>

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

VIII. Bibliography of Supplemental Materials

1. Hashimi, Nadia. <i>One Half From the East</i>
2. Lowry, Lois. <i>The Giver</i>

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

IX. Other Learning Resources

Audiovisual: None specified

Electronic: None specified

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.