ESOL 0353 – Advanced Reading for Foreign Speakers
CRN 44651 – Fall 2014
Gulfton Center – Room 116 | 11:00 am – 1:30 pm | Tues/Thurs
3 hours lecture / 2 hours lab / 80 hours per semester/16 weeks

Instructor:  David A. Ross
Instructor Contact Information:  e-mail: david.ross@hccs.edu
phone: 713-718-7752
Learning Website http://learning.hccs.edu/faculty/david.ross
Eagle Online Information: https://eo2.hccs.edu/login/index.php

Office location and hours: Gulfton Center, by appointment
Please come to see me if you have any questions or concerns. It is better to ask questions before you have
problems with tests or homework. Contact me if you have been absent to arrange a time to hand in the
homework and to discuss what you missed.

Prerequisites
A passing grade in ESOL 0350 or, for incoming students, a cumulative COMPASS-ESL score of 244+ with
appropriate writing sample

Course Description
A continuation of ESOL 0350, this course is designed to develop reading and critical thinking skills for
college-bound students. Reading skills are refined to guide students towards mastery of deduction, inference
and critical research skills.

Course Statement of Purpose
This course seeks to prepare students for college-level academic or workforce study by accomplishing the
following objectives:
• Students become able to read moderate-length texts (2,000-3,000 words) and decode rhetorical
  structures such as causation, comparison and contrast, definition, classification, and favored vs.
  unfavored opinions.
• Students read extensively from authentic academic sources as well as high-school-level literature and
  popular publications;
• Students are introduced to a vocabulary of approximately 2,000-3,000 words, taken largely from
  authentic academic English sources;
• Students develop their skills in critical research, using the Internet and college libraries.

Student Learning Outcomes
After completing this course, students should be able to:
1. Demonstrate familiarity with a challenging academic target vocabulary;
2. Distinguish between main ideas and supporting details in a moderate-length reading passage on an
   academic subject;
3. Read and summarize a moderate-length reading passage;
4. Read and understand a large volume of level-appropriate text (extensive reading);
5. Collect and evaluate academic sources.
**Learning Objectives leading to the Student Learning Outcomes above**

1.1 Recognize the meaning of words from a target vocabulary of 2,000-3,000 words, based on the General Service List (cf. http://jbauman.com/gsl/html) and the Academic Word List (http://www.victoria.ac.nz/lals/resources/academicwordlist/awl-headwords.aspx);

1.2 Identify synonyms and antonyms of target vocabulary words;

1.3 Identify vocabulary words derived from known words by modifying the word form of the target word.

2.1 Understand important details from a passage of 1,000-1,500 words;

2.2 Identify the main idea of the passage and restate it in the student’s own words;

2.3 Identify specific details and supporting facts in the text.

3.1a Select advanced-level reading passages from Department’s collection or list of guided reading books or passages;

3.1b Alternatively, select authentic but comprehensible reading passages from news, articles, or excerpts from books;

3.2 Summarize content of reading passages in a reading log;

3.3 Evaluate the significance, clarity and interest of the selected reading passages.

4.1a Select advanced-level or authentic but comprehensible books from the Department’s collection or list of books;

4.1b Alternatively, select an outside book, subject to the teacher’s approval;

4.1c Alternatively, read a common book selected by the instructor for the entire class or for a group within the class;

4.2 Read the book during Reading Lab and also, if time permits, at home;

4.3 Fill out and hand in a brief form on each week’s progress, including a very brief summary.

5.1 Identify at least 10 academic sources from a library or online source related to a specific topic selected by students or assigned by the instructor;

5.2 Evaluate the sources for their pertinence to the topic;

5.3 Evaluate the sources for their credibility as sources of information.
### 16-WEEK COURSE CALENDAR

Note: This schedule is approximate; changes may be made if required to cover both required and additional material in the course.

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Class Objectives</th>
<th>Pages</th>
<th>Assignments</th>
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<td>pp 57-90</td>
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<td>8/26, 28</td>
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<td>Week 2</td>
<td>9/2, 4</td>
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<td>pp 91-102;</td>
<td>Reading Selection: “College Athletes Should Be Paid”</td>
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<td>Week 3</td>
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<td>pp 129-140</td>
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<td>Week 8</td>
<td>10/14, 16</td>
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<td>Unit 7: Inferences</td>
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<td>Week 9</td>
<td>10/21, 23</td>
<td>Unit 7 (cont.) Inferences</td>
<td>pp 307-318</td>
<td>Reading Selection: “Compliance Techniques: Getting People to Say Yes”</td>
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<td>Unit 8 Purpose &amp; Tone (cont.)</td>
<td>pp 351-362</td>
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<td>Week 13</td>
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<td>Unit 9 Argument (cont.)</td>
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<td>Reading Selection: “Nonverbal Communication”</td>
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<td>Test Unit 9</td>
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<td>11/25</td>
<td>Unit 10: Critical Reading</td>
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<td>Test Unit 10</td>
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11/27  Thanksgiving Holiday

Week 15  12/2, 4  Reading Review

Week 16  12/8-11  Final Exams

(The instructor may change this calendar as needed)

Instructional Methods
- Instruction on the process of academic reading
- Instruction on strategies for reading and vocabulary study and comprehension
- Marking reading passages
- Taking notes from reading passages
- Paraphrasing and summarizing reading passages
- Reading from other sources on topics in the textbook
- Academic vocabulary study
- Online research

Student Assignments
- Homework from the textbook and from related topics
- Weekly vocabulary logs
- Reading journals
- Extended reading

Late homework:
Students should turn in homework on the assigned day. However, if you have a compelling reason for turning the homework in late, I will accept assignments one class day after the due date.

Assessments
- Vocabulary Quizzes
- Unit Examinations
- Extended reading (Reading Lab)
- Individual Reading Projects
- Final Examination

Missed tests or quizzes:
Please do not be absent on testing days. But if you have to miss class on a test day, I will allow a makeup test as long as the other tests have not been returned yet. It is the student’s responsibility to contact the teacher to arrange the makeup. Once the tests have been returned to students, no makeup can be arranged.

Instructional Materials
10 Steps to Improving College Reading Skills, 6th edition, Langan (Townsend Press)
A 3-ring binder, dividers, and lined paper  A computer flash drive
EGLS3: Evaluation for Greater Learning Student Survey System
At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

HCC Policy Statement: Academic Dishonesty
Any form of copying, cheating, or plagiarism will result in a grade of 0 for the assignment. The instructor will decide whether to permit you to make up the work, and under what circumstances it might be made up. If you are charged with academic dishonesty, pleading ignorance of the rules will not help you. Penalties and/or disciplinary proceedings may be initiated by HCC officials against a student who is accused of scholastic dishonesty. “Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:
- Copying from another students’ test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System.

See the HCCS Student Handbook for further information.
**HCC Policy Statement: Attendance**

All students who have not attended by the Official Day of Record (January 27) will be dropped or withdrawn from the class for non-attendance. According to the HCC Student Handbook, you can be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lab as well as lecture). For Intensive English if you exceed a total of 10 hours (12.5%) of absence in any class (= 4 full days of any class, including labs), you can be dropped from that class. If you are an F1 student, this can make you out of status and will cause you visa problems, possibly requiring you to petition for reinstatement. If you are absent, it is your responsibility to contact your instructor to find out what you have missed and whether it is possible to make up the work. If you do not take this responsibility, you risk receiving grades of zero and not being allowed to make up the work. No absences are excused.

Class attendance leads to class success.

**Tardiness and in-class time absence**

Classes and tests begin on time. Lateness after break times, leaving early or disappearing from class during class or lab are also counted as absences. A student who is not in class when the teacher takes attendance (usually 10-15 minutes into the class) is counted absent.

**HCC Withdrawal Deadline**

To drop a class, you must speak with a counselor or an advisor. The nearest place to see one is in Gulfton Room 117. The last day students may withdraw or be dropped from a class with a grade of W is Friday, Oct. 31, at 4:30 p.m. Students who have excessive absences after that date will receive the grades they earn. **Note: International students will be out of status if they drop or are dropped from their classes and may have to return to their countries. Speak with a counselor or an advisor before dropping classes to make sure you understand the procedures.**

**HCC Policy on Students Repeating a Course for the Third Time**

Repeating students:

Grades of IP or F are failing grades; the student will have to repeat the course. A student who fails a class for the second time must receive a grade of F for that class. Students who repeat a course for three or more times will have to pay a higher tuition fee at HCC and other Texas public colleges and universities. *If you are having trouble in class, talk to your teacher and get help from a tutor.* Get other assistance from a counselor before withdrawing or for advice if your grades are not passing. Students should get help so that they will not fail. Tutoring is also available at Gulfton Center on Tuesdays, Wednesdays and Thursdays from 1:30 to 2:30 in Room 121 and on Fridays from 9:00-11:00 in the Audio Lab. Evening tutoring is available on Tuesdays from 6:30 to 7:00 p.m. in the Audio Lab.

**HCC Policy Statement: ADA**

Services to Students with Disabilities Students who require reasonable accommodations for disabilities are encouraged to report to Dr. Becky Hauri at 713-718-7910 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office. Please see this website for more information: [http://hccs.edu/student-rights](http://hccs.edu/student-rights)

**HCC Policy on Sexual Harassment**

Sexual harassment in any form is not tolerated at Houston Community College. It is a violation of HCCS policy for an employee, agent, or student of the college to engage in sexual harassment as defined in the EEOC guidelines (EEO/AA Compliance Handbook 47). See HCCS Student Handbook for more information.

**CLASSROOM BEHAVIOR**

Treat your classmates and teacher with respect. Use English. Make the most of your class time by actively participating in discussions and activities. Turn off your cell phone during class. If you are expecting an emergency call, ask your instructor’s permission to leave your cell phone on vibrate.

**Use of Camera and/or Recording Devices**

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

**Misuse of Electronic Devices in the Classroom**

The use of electronic devices by students in the classroom is up to the discretion of the instructor. Any use
of such devices for purposes other than student learning is strictly prohibited. If an instructor perceives such use as disruptive and/or inappropriate, the instructor has the right to terminate such use. If the behavior continues, the student may be subject to disciplinary action to include removal from the classroom or referral to the Dean of Student Services. (Please see the Attendance Policy for this class.) HCC instructors have the right to require students to turn in electronic devices before being allowed to take a quiz or test or to write an in-class composition or other assignment.

**Disruptive Behavior:** Students who conduct themselves in a manner that significantly interferes with college teaching, research, administration, disciplinary procedures or other authorized college activities (including its public service functions) on the college premises will be subject to disciplinary action. Any student who behaves in this way may be required by the instructor to leave the classroom and be counted absent for the rest of that class period.

**INSTRUCTOR’S REQUIREMENTS**

*The teacher needs to:*
- Create a rich environment for learning and student interaction.
- Give students extra learning resources in class and in lab on topics connected to the course.
- Make classes, projects, tests, assignments, policies, dates, and regulations clear.
- Tell students about important HCC policies such as attendance and academic honesty (no cheating).
- Make arrangements to be available to students when they need help or have questions.
- Give help when needed.
- Provide grading scales and assessment.
- Make a class calendar available.

*To succeed in college the students need to:*
- Work hard, attend all classes, and be on time. Good attendance + hard work = SUCCESS
- If you are absent for all or part of a class, you are responsible for contacting the instructor as soon as possible to find out what you missed and to find out if the work can be made up.
- Pay attention, listen carefully and ask questions. Listen and be respectful to other students’ contributions.
- Create a good learning environment. *Turn off cell phones or use vibrate mode for emergencies.* No texting in class.
- Concentrate. Use English only in class time and sit next to someone who doesn’t speak your language.
- Eat well for energy. The brain needs good food. Eat breakfast at home and lunch in break times.
- Do homework. The brain learns by seeing new words and ideas many times in different ways.
- Do your own work and learn. Copying from the Internet and other sources is not learning.
- Have fun with English.
- Read, write, listen and speak English in daily life through TV, neighbors, students and coworkers, and volunteering in the community.
- Use technology for learning online in English learning sites.

**PROGRAM AND ESL DISCIPLINE REQUIREMENTS**

**Basic Requirements for ESOL 0353**

Students in ESOL 0353 will fulfill the following:
- An appropriate number of unit examinations which focus on the reading skills highlighted in that unit
- An appropriately assessed extensive reading project which might be portfolios, journals, precis and/or summaries
- Appropriately tested vocabulary
- Appropriately assessed Internet/library research, including portfolios, reading logs, and/or project-based group reports

**HCC Grading Scale**

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>IP or F</td>
<td>Below 70%</td>
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FX = Failure due to excessive absence

**ESOL 0353 Grading Formula**
Assessment (specify) 80%
  • Unit Tests 60%
  • Final Exam 20%
Other (specify) 20%
  • Extensive Reading 10%
  • Vocabulary 5%
  • Individ.Reading Proj. 5%

100%

Important Dates and Holidays

IEP classes begin August 25
Labor Day Holiday (HCC is closed) September 1
Official Day of Record (See Attendance Policy) September 8
Last Day for Administrative/Student Withdrawals October 31 by 4:30 PM
Thanksgiving Holiday November 26 (after 4:30 pm) – November 30
Last day of classes December 4 (for Intensive English)
Final Examinations December 8 – 11
Semester ends December 14