ESOL 0350 – Advanced Intermediate Reading for Foreign Speakers
CRN 11767 -- Spring 2017
Northline Campus – Room 222 | 11:30 – 2:00 |Tue./Thur.
3 hours lecture / 2 hours lab / 80 hours per semester/16 weeks
Class Dates: 1/17/2017 – 5/14/2017

Instructor: Elliott Glazer Instructor
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Learning Website: http://learning.hccs.edu/faculty/elliott.glazer

Office location and hours:
Northline, Room 220
2:00 p.m. – 2:30 p.m. Tue./Thru.

Prerequisites
Successful completion of Level Two of the Continuing Education Intensive English sequence, or satisfactory score on ESL placement test, Compass-ESL.

Course Description
A continuation of ESOL 0346, this course is designed to further develop reading comprehension skills and expand vocabulary. This course provides practice in skills such as identifying main ideas and supporting details, determining the sequence of events, using contextual clues, and drawing conclusions.

Course Statement of Purpose
This course seeks to prepare students for continuation into ESOL 0353 or for college-level academic or workforce study by accomplishing the following objectives:

• Students’ reading becomes more effective as they develop a variety of reading skills and strategies which may include skimming, scanning, summarizing, identifying main ideas and supporting details, discovering the meanings of general as well as specific vocabulary items through contextual clues, and drawing conclusions.
• Students are introduced to a vocabulary of approximately 1,500-2,000 words, and increase their vocabulary through knowledge and understanding of word forms, prefixes and suffixes, and synonyms and antonyms.
• Students are exposed to a variety of reading sources which may include graded readers, computer reading software, and Internet sites aimed at general reading/vocabulary development, as well as extensive reading of authentic English text through periodicals and books.
• Students improve their critical-thinking skills by analyzing various facets of their readings, including understanding the author’s purpose and how rhetorical styles are used in relation to this purpose.
Student Learning Outcomes
After completing this course, students should be able to:
1. Demonstrate familiarity with an expanding target vocabulary;
2. Read and understand a passage in English of challenging length and difficulty, using appropriate target vocabulary;
3. Read and understand a large volume of level-appropriate text (extensive reading);
4. Use specific reading skills and strategies to extract meaning from the text;
5. Identify the rhetorical structure of selected reading passages;
6. Employing established research skills, use the library and online sources to gather information on a topic suggested by assigned readings.

Learning Objectives Leading to the Outcomes Above
1.1 Recognize the meaning of words from a target vocabulary of 1,500 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 500-1,000 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-intermediate-level readings from Department’s collection or list of guided reading books or passages;
3.1b Alternatively, read a common book selected by the instructor for the entire class or for a group within the class;
3.2 Report main ideas of reading in a reading log;
3.3 Record new or difficult vocabulary in a reading vocabulary log.
4.1 Use pre-reading, skimming and scanning techniques to identify information and deepen understanding of a text’s meaning;
4.2 Use critical-thinking skills to summarize the passage, accurately grasping the main ideas;
4.3 Use contextual clues to estimate the meaning of new vocabulary;
4.4 Use critical-thinking skills to draw conclusions about the point of view of the writer.
5.1 Identify the rhetorical structures of reading passages exhibiting process, description, comparison/contrast, definition and cause/effect.
6.1 Learn to use at least two channels for gathering information on a specific topic (e.g. college library book collection, public library collection, college online resources, Internet).

16-WEEK COURSE CALENDAR (Interactions)

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<th>Week</th>
<th>Dates</th>
<th>Lesson</th>
<th>Materials</th>
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<tr>
<td>1</td>
<td>1/17 – 1/19</td>
<td>Introduction; orientation; diagnostic test Chapter 1: Education and Student Life</td>
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<td>2</td>
<td>1/24 – 1/26</td>
<td>Continuation of Chapter 1</td>
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### Instructional Methods
- Reading the textbook and taking notes on lectures
- Reading from other sources on the topics in the textbook
- Discussion (whole-class, groups, or pairs)
- Writing about the topics in the textbook
- Online research related to the topics
- Whole-class or individual reading from the college or class library; reporting on this reading
Keeping reading and vocabulary logs; other vocabulary activities Summarizing activities, both oral and written

**Student Assignments**
Homework: vocabulary work, reading, writing reports, and writing about your experience of the topics we read about.

**Assessments**
Chapter Tests (over both reading and vocabulary)
Quizzes, some unannounced
*Dictionaries and electronic devices are not allowed during reading tests and quizzes*

**Make-up policy:** Generally, there are no make-up exams. However, either one missed test or your lowest grade will be dropped.

**Instructional Materials**
*Interactions 2 Reading* Hartmann and Kerr (McGraw-Hill Publishers)
*Longman Dictionary of American English or Oxford Advanced Learner’s Dictionary*

**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 Honesty (Dishonesty = Cheating)**
Any form of cheating or copying will result in a grade of 0 for that assignment and possibly recommendation for probation or dismissal from the college system. Cheating includes copying from another student during a test or giving another student answers on a test. Another form of cheating (called plagiarism) is copying from the Internet or another text and presenting it as your work. An additional form of cheating is memorizing text from the Internet or a book and presenting those words as your own on a test or in homework. ALL work has to be written by the student and not copied from another source.

**HCC Policy Statement: Attendance**
According to the HCC Student Handbook, you may be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lecture and lab). For Intensive English if you exceed a total of 10 hours (12.5%) of absence in any class (4 days of any class, including labs), you can be dropped from all Intensive English classes. This will make F1 students out of status and cause visa problems. Please email me if you are absent and talk to me on your return to find out the work that you missed.

**Tardiness and in-class time absence**
Classes and tests begin on time. Lateness of ten minutes or more counts as class or lab absence. Three tardies = 1 absence. Lateness after break times, leaving early or disappearing during class or lab are also counted as absences. Texting, using social networking sites, or other improper use of technology during class time or lab time are also counted towards your absences (1 warning = 1 tardy). Class attendance leads to class success.
HCC Withdrawal Deadline
To drop a class, you must speak with a counselor or an advisor. The last day students may withdraw or be dropped from a class with a grade of W is Monday April 3rd. 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.

HCC Policy Statement -- ADA
Services to Students with Disabilities Students who require reasonable accommodations for disabilities are encouraged to report to Cynthia De Los Santos at 713-718-8322 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

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. Do not use your cell phone to text during class. Turn your cell phone to vibrate and keep it in your pocket if you are expecting an emergency call.

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.)

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.

INSTRUCTOR’S REQUIREMENTS
The teacher needs to:
• Create a rich learning environment for reading and student interaction.
• Give students extra reading 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

**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 on-line in English learning sites.

**PROGRAM AND ESL DISCIPLINE REQUIREMENTS**
**Basic Requirements for ESOL 0350**
Students in ESOL 0350 will fulfill the following requirements:
• Pass a minimum of six chapter quizzes and/or a unit test for each unit completed.
• Complete a reading project as described in the instructor’s syllabus.
• Complete outside readings as assigned in the instructor’s syllabus

**HCC Grading Scale**
90-100% = A  80 – 89% = B  70 – 79% = C  Below 70% = IP or F (not passing)

**ESOL 0350 Grading Formula**
Chapter Tests  90%
Participation/Attendance  10%
100%

**ATTENTION:** Instructor may make changes as necessary. He will keep students updated.

**Important Dates and Holidays (Spring 2017)**
First Day of Class  January 17
Official Day of Record  February 1
Last Day for Refund  February 8
President’s Day (Holiday)  February 20
Spring Break  March 13 – 19
Last Day for Administrative/Student Withdrawals  April 3
Semester ends  May 14