



## Intensive English Program Northwest College

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### ESOL 0350 – Advanced Intermediate Reading for Foreign Speakers

CRN 28227 -- Fall 2012

Gulfton Center – Room 156 | 9:40 – 10:45 a.m. | Mon/Tues/Wed/Thurs

3 hours lecture / 2 hours lab / 80 hours per semester/16 weeks

**Class Dates:** 8/27/2012 – 12/12/2012

**Instructor:** Jennifer Wee

**Instructor Contact Information:** e-mail: [jennifer.wee@hccs.edu](mailto:jennifer.wee@hccs.edu)

phone: 713-718-5450

Learning Website <http://learning.hccs.edu/faculty/jennifer.wee>

### Office location and hours: Alief (Bissonnet) Continuing Education 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 0346 or, for incoming students, placement exam cut-offs

### Course Description

A continuation of ESOL 0346, this is an advanced intermediate course in reading academically oriented English. The course further develops reading comprehension skills and expands vocabulary. Emphasis is on distinguishing main ideas from supporting details 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 Calendar

Week	Chapters/Tests	Skills & Strategies
Week 1 8/27-8/30	Introduction; orientation; diagnostic test Chapter 1: Education and Student Life	Getting Meaning From Context Topic & Main Idea Pronoun Reference
Week 2 9/3-9/6	Chapter 1: Continued Test 1: Chapter 1 Labor Day – No Class	Summarizing T-Chart Organizer
Week 3	Chapter 2: City Life	Getting Meaning From Context

9/10-9/13	Vocabulary Log Chapters 1 & 2 (See page 163) <i>Supplemental Reading 1</i>	Identifying Details Understanding Italics Making Inferences
<b>Week 4</b> 9/17-9/20	Chapter 2: City Life <b>Test 2: Chapter 2</b>	Parts of Speech
<b>Week 5</b> 9/24-9/27	Chapter 3: Business and Money	Venn Diagram Suffixes
<b>Week 6</b> 10/1-10/4	<b>Test 3: Chapter 3</b> Chapter 5: Lifestyles Around the World Vocabulary Log Chapters 3 & 5 <i>Supplemental Reading 2</i>	Main Idea Organizing Text
<b>Week 7</b> 10/8-10/11	Chapter 5: Cont. <b>Test 4: Chapter 5</b>	Suffixes
<b>Week 8</b> 10/15-10/18	Chapter 6: Global Trade	Literal and Figurative Meanings Outlines Idioms Inferences
<b>Week 9</b> 10/22-10/25	<b>Test 5: Chapter 6</b> Chapter 7: Language and Communications Vocabulary Log Chapters 6 & 7 <i>Supplemental Reading 3</i>	Understanding Italics and Quotations
<b>Week 10</b> 10/29-11/1	Chapter 7: Language and Communications <b>Test 6: Chapter 7</b>	Finding Details Prefixes and Suffixes
<b>Week 11</b> 11/5-11/8	Chapter 8: Tastes and Preferences Assign Reading Project	Recognizing Summaries Main Ideas by Details General and Specific Words Connotations
<b>Week 12</b> 11/12-11/15	Chapter 8: Continued <i>Supplemental Reading 4</i> <b>Test 7: Chapter 8</b>	
<b>Week 13</b> 11/19-11/22	Chapter 9: New Frontiers Vocabulary Log Chapters 8 & 9	Previewing with Questions Facts vs. Assumptions
<b>Week 14</b> 11/26-11/29	Chapter 9: New Frontiers <b>Test 8: Chapter 9</b>	Word Roots and Affixes
<b>Week 15</b> 12/3-12/6	Reading Project Due Review Chapters 1-9	
<b>Week 16</b> 12/10-12/13	Final TBA	

**(The instructor may change this calendar as needed)**

### 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

**Homework is due** on the next class day unless otherwise stated by the instructor. Homework one day late will receive a grade of 50%. If you are absent, you are still responsible for the homework: work missed while absent has to be completed on your return. Please get a classmate's phone number or email me to find out what you missed so that you can be prepared for class.

## Assessments

Chapter Tests (over both reading and vocabulary)

Quizzes, some unannounced

**Dictionaries and electronic devices are not allowed during reading tests and quizzes**

## Instructional Materials

*Interactions 2 Reading (Silver Edition), Hartmann and Kerr (CD is included) (McGraw-Hill)*

*Longman Dictionary of American English or Oxford Advanced Learner's Dictionary*

A 3-ring binder, dividers, and lined paper                      A notebook or cards for vocabulary

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 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 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. 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 **Friday November 2<sup>nd</sup>** before 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.

### **HCC Policy Statement: ADA**

Services to Students with Disabilities Students who require reasonable accommodations for disabilities are encouraged to report to Mahnaz Kolaini at 713-718-5422 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.

**Missed tests, presentations, quizzes:** Please do not be absent on testing or presentation days.

*If you are absent, you must ask your instructor for permission to make up what you missed.*

*Missed presentations and examinations can be made up only if you can provide what your instructor considers an acceptable reason for having a second chance. If you do not speak with your instructor about this on the day when you return to class, you will not be allowed to make up the work.*

## 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
- 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 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 in order to pass the course:

- 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)

FX = Failure due to excessive absence

### ESOL 0350 Grading Formula

Tests	60%
Final Exam	20%
Research Project	10%
Homework & Quizzes	10%
	<b>100%</b>

**Important Dates and Holidays**

IEP classes begin

Labor Day Holiday (HCC is closed)

Last Day for Administrative/Student Withdrawals

No Night Classes before Thanksgiving

Thanksgiving Holiday (HCC is closed)

Last day of classes

Final Examinations

Grades available to students

HCC offices will be closed

August 27

September 3

November 2 at 4:30 PM

November 21

November 22-25

December 6

December 10-12

December 21

December 19-January 1