



Course Syllabus Advanced-Intermediate Reading ESOL 0350

**Semester with
Course Reference
Number (CRN)** Fall 2016 (10163)

**Instructor contact
information (phone
number and email
address)** Mrs. Thu Nguyen
713-718-6678
thu.nguyen@hccs.edu

**Office Location
and Hours** SJAC 119

**Course
Location/Times** Tuesday 11:30 a.m. – 2:00 p.m. SJAC 141
Thursday 11:30 a.m. – 1:00 p.m. SJAC 141
Thursday 1:00 p.m. – 2:00 p.m. SJAC 134

**Course Semester
Credit Hours (SCH)
(lecture, lab) If
applicable** Credit Hours 3.00
Lecture Hours 3.00
Laboratory Hours 2.00
External Hours

**Total Course
Contact Hours** 80.00

**Continuing
Education Units
(CEU): if
applicable**

**Course Length
(number of weeks)** 16 weeks

Type of Instruction Lecture

**Course
Description:** 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 context clues, and drawing conclusions.

Course Prerequisite(s)

A grade of C or better in CE ESL Level 2, or placement by COMPASS ESL exam.

Academic Discipline/CTE Program Learning Outcomes

This course seeks to prepare students for continuation into ESOL 0353 and ultimately 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.

Course Student Learning Outcomes (SLO): 4 to 7

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 strategies to extract meaning from the text
5. Identify the rhetorical structure of selected reading passages.

Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)

- 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).

SCANS and/or Core Curriculum Competencies: If applicable

Not applicable

Instructional Methods

Face to Face
 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

Reading textbook passages and exercises
 Vocabulary, including cloze, meaning from context, and sentence writing
 Additional outside reading
 Writing/oral reports on readings
 Online work: journals, forums, websites
 Videos related to the topics
 Using the textbook's online resources

Student Assessment(s)

Chapter Tests (over both reading and vocabulary)
 Quizzes, some may be unannounced
 Extended Reading/Reading Project *Tuck Everlasting*
 Final Examination
Dictionaries and electronic devices are not allowed during reading tests and quizzes

Instructor's Requirements

Course Calendar

Important Dates

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| Aug. 22 | Classes Begin |
| Sept. 5 | Labor Day (No HCC classes) |
| Sept. 6 | Official Day of Record |
| Oct. 28 | Last day for administrative/student withdrawals, by 4:30 p.m. |
| Nov. 24 | Thanksgiving Holiday |
| Dec. 6 | Final Exam (11:00 – 1:00 morning classes) |
| Dec. 8 | Final Exam (4:00 – 6:00 afternoon/evening classes) |

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| Week 1 | Testing, Course introduction Chap 1, Part 1 and 2 |
| Week 2 | Chap 1, Parts 3 & 4; Chap 1 Test <u>MRP: Part 2, Unit 1</u> |

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| Week 3 | Chap 2, Part 1 Chap 2, Part 2 MRP Quiz Part 2, Unit 1 <u>MRP: Part 2, Unit 2</u> |
| Week 4 | Chap 2, Parts 3 & 4; Chap 2 Test Chap 3, Part 1 MRP Quiz Part 2, Unit 2 <u>MRP: Part 2, Unit 3</u> Introduction to <i>Tuck Everlasting</i> Handouts on Chapters 1-8 of <i>Tuck Everlasting</i> (Teacher will provide copies) Begin reading Chapters 1-8 |
| Week 5 | Chap 3, Part 2 Chap 3, Parts 3 & 4; Chap 3 Test MRP Quiz Part 2, Unit 3 <u>MRP: Part 2, Unit 4</u> |
| Week 6 | Chap 4, Part 1 & 2 MRP Quiz Part 2, Unit 4 Vocabulary Quiz #1 (<i>Tuck Everlasting</i> Chapters 1-8) Begin reading Chapters 9-20 Teacher will provide activity handouts for Chapters 9-20 |
| Week 7 | Chap 4, Parts 3 & 4; Chap 4 Test <u>MRP Part 2, Unit 5</u> |
| Week 8 | Chap 5, Part 1 & 2 MRP Quiz Part 2, Unit 5 |
| Week 9 | Vocabulary Quiz #2 (<i>Tuck Everlasting</i> Chapters 9-20) Begin reading Chapters 21-28 and Epilogue Teacher will provide activity handouts for Chapters 21-28 and Epilogue Chap 5, Parts 3 & 4; Chap 5 Test |
| Week 10 | <u>MRP Part 2, Unit 6</u> Chap 6, Part 1 & 2 |
| Week 11 | Chap 6 Parts 3 & 4 MRP Quiz Part 2, Unit 6 Chap 6, Test <u>MRP Part 3, Unit 1</u> Vocabulary Quiz #3 (<i>Tuck Everlasting</i> Chapters 21-28 and Epilogue) Read "Fable" by Merrill Moore and <i>The Weaver of Tomorrow</i> by Jane Yolen. Teacher will provide copies of these materials and a handout. |
| Week 12 | MRP Quiz Part 3, Unit 1 Chap 7, Part 1 & 2 Chap 7, Part 3 & 4 Discussion of "Fable" and <i>The Weaver of Tomorrow</i> . Read "The Water of Life" by The Brothers Grimm. Teacher will provide copies of this story and a handout. |

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| Week 13 | Chap 7 Test Discussion of "The Water of Life" by The Brothers Grimm Teacher will play the Joni Mitchell song "The Circle Game" and provide lyrics for you to follow along with. A handout will also be provided. Read from <i>Voyages and Discoveries of the Companions of Columbus</i> by Washington Irving. Teacher will provide copies of this story on Juan Ponce de Leon and a handout. MRP Part 3, Unit 2 |
| Week 14 | MRP Quiz Part 3, Unit 2 Chap 8, Part 1 & 2 Chap 8, Parts 3 & 4 MRP Part 3, Unit 3 |
| Week 15 | Chap 9 Parts 1 & 2 Parts 3 & 4 MRP Quiz, Part 3 Unit 3 Discussion of the reading about Juan Ponce de Leon. Chapter 9 Test |
| Week 16 | Final Exam on <i>Tuck Everlasting</i> |

Grading

Your instructor will give reading exams which you can use to determine how successful you are at achieving the course learning outcomes outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

Grading Scale

90 - 100 = A

80 - 89 = B

70 - 79 = C

Below 60 = IP (In Progress) or F

FX = This grade will be given if you stop attending class or have excessive absences after Mar. 24, 2015.

HCC Policy Statement – ADA: [Services to Students with Disabilities](#)

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Ability Services Office in Room 102 Learning Hub, or call (713) 718-6164 to make necessary arrangements at the beginning of each semester. Your instructor is authorized to provide only the accommodations requested by the office of Ability Support Services.

HCC Policy Statement: Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student 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 mean 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 recommendation for probation or dismissal from the College System. (See the Student Handbook)

HCC Policy Statement: Class Attendance

Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class regularly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for material covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours (10 hours of instruction (F-1 students should particularly take note of this so as not to affect your visa status). The ten hours of class time would include any total classes missed or for excessive tardiness (being late twice or, leaving early is counted as an absence). Remember: Class attendance equals class success.

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from it prior to the final date of withdrawal (Oct. 2016). Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor can "alert" you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact an HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a "W" on your transcript. If you do not withdraw before the deadline, you will receive an F or an IP (see below) as your final grade.

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Use of Camera and/or Recording Devices

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

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

Minors/Relatives at HCC

All minor students (anyone less than 18 years) **must** be accompanied by a parent or guardian at all times when on HCCS campuses. They may only be on the campus briefly. Minors or relatives are not permitted to be in any HCCS classroom or lab for any reason. It is your responsibility to make arrangements for child care in the event that your child is sick or there is some other emergency involving your child and his/her child care arrangements.

Classroom Policies

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs

of your classmates and assist your instructor achieve this critical goal.

To this end **All** cell phones, pagers, iPods, or any other electronic devices that may cause a distraction in class must be turned off. *laptops are permitted to be used during class.* You may use an electronic dictionary (stand alone) with the sound turned off. You are not permitted to leave class to answer or return calls unless an absolute emergency; doing so will be counted as a tardy. If a student is using a cell phone at any time during the class period, I will remind the student about the policy **once**. After that, I will ask the student to leave class and mark him or her absent.

Students are expected to arrive to class on time with ALL THEIR MATERIALS INCLUDING THE TEXT BOOKS. Returning to class late from a break or leaving class early counts as being tardy. Being tardy twice will equal one absence (whether ten minutes or one hour). If you miss 10 hours of class, you can be dropped without notification and will, therefore, be out of compliance. If you are an F-1 student. If a student misses a class, it is his or her responsibility to see the instructor about the work that was missed.

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.

Course Work

The course calendar lists all of the assignments that will be done. While doing all the homework and attending class is not a guarantee of success, it is certainly true that not doing it is a guarantee of failure.

Make-up Policy: If you must be absent on the day of a test, it is your responsibility to notify the instructor as soon as possible by leaving a message for me at the number or e-mail address listed above. Normally, a make-up exam is done on the day you return to class, but please note that any make-up exam is at the convenience of the teacher. This may mean coming to class on a Friday.

Sexual harassment policy

HCC is committed to providing a learning and working environment that is free from discrimination on the basis of sex which includes forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oit@hccs.edu.

HCC Policy on Pregnancy

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights is on the HCC website under Students - Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log into www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.

Program/Discipline Requirements: If applicable

HCC Grading Scale

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| A = 100- 90 | 4 points per semester hour |
| B = 89 - 80: | 3 points per semester hour |
| C = 79 - 70: | 2 points per semester hour |
| D = 69 - 60: | 1 point per semester hour |
| 59 and below = F | 0 points per semester hour |

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| IP (In Progress) | 0 points per semester hour |
| W(Withdrawn) | 0 points per semester hour |
| I (Incomplete) | 0 points per semester hour |
| AUD (Audit) | 0 points per semester hour |

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

For Health Science programs, see the Program/Discipline Requirements section for specific grading requirements.

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| Instructor Grading Criteria | Participation/Attendance | 5% |
| | Lab (<i>More Reading Power 3</i> Quizzes) | 10% |
| | Unit Tests | 70% |
| | <i>Tuck Everlasting</i> Assignments (Vocabulary Quizzes 5%; Test 10%) | 15% |

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| Instructional Materials | <i>Interactions 2 Reading 6th ed.</i> by Pamela Hartmann & Elaine Kirn. New York: McGraw-Hill, 2014.. |
| | <i>More Reading Power 3 3rd ed.</i> by Beatrice S. Mikulecky and Linda Jeffries. New York: Longman/Pearson, 2012 |
| | <i>Tuck Everlasting</i> by Natalie Babbitt |
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HCC Policy Statement:

Access Student Services Policies on their Web site: <http://hccs.edu/student-rights>

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 near the end of the term, 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 department 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.

Distance Education and/or Continuing Education Policies

Access DE Policies on their Web site: http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf

Access CE Policies on their <http://hccs.edu/CE-student-guidelines>

Web site: