



**Intensive English Program
Northwest College**

ESOL 0350 – Advanced Intermediate Reading for Foreign Speakers

CRN 78060 – Spring 2014

Alief-Bissonnet Campus – Room 177/137 | 11:00 – 1:30pm. |Monday/Wednesday
3 hours lecture / 2 hours lab / 80 hours per semester/16 weeks

Class Dates: 1/13/2014 – 5/8/2014 Regular Start

Instructor: Tracy Hester

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Learning Website <http://learning.hccs.edu/faculty/tracy.hester>

Office location and hours: Alief-Bissonnet Campus, Room 108, Time 1:30-2:00, Days M/W

Course Description

A continuation of ESOL 0346, this course is designed to further develop reading comprehension skills and expand vocabulary. Emphasis is placed on distinguishing main ideas from supporting details, drawing conclusions, and summarizing readings.

Prerequisites

A passing grade in ESOL 0346 or, for incoming students, placement exam cut-offs

Statement of Purpose

ESOL 0350, Advanced Intermediate Reading, 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.

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).

ESOL 0350 Advanced Intermediate Reading
16-Week Course Outline – Regular Start
Interactions 2 Reading (Sixth Edition) ISBN: 9780077831011
(New edition including online course)

Week 1 1/13 – 1/16	Introductions, orientation, diagnostic work Chapter 1: Education and Student Life *Vocabulary Journal Chapter 1 (12 words)	p. 2
Week 2 1/21 – 1/23 MLK Day 1/20	Chapter 1 Test	
Week 3 1/27 – 1/30	Chapter 2: City Life *Vocabulary Journal Chapter 2 (10 words)	p. 22
Week 4 2/3 – 2/6	Chapter 2 Test	
Week 5 2/10 – 2/13	Chapter 3: Business and Money *Vocabulary Journal Chapter 3 (14 words)	p. 46
Week 6 2/18 – 2/20 President's Day 2/17	<i>Supplemental Reading 1</i> Chapter 3 Test	
Week 7 2/24 – 2/27	Chapter 4: Jobs and Professions *Vocabulary Journal Chapter 4 (16 words)	p. 70
Week 8 3/3 – 3/6	<i>Supplemental Reading 2</i> Chapter 4 Test Midterm Grade/Attendance Reports	
Week 9 3/17 – 3/20	Chapter 5: Lifestyles Around the World *Vocabulary Journal Chapter 5 (12 words)	p. 92
Week 10 3/24 – 3/27	<i>Supplemental Reading 3</i> Chapter 5 Test	
Week 11 3/31 – 4/3	Chapter 6: Global Connections *Vocabulary Journal Chapter 6 (13 words)	p. 116
Week 12 4/7 – 4/10	<i>Supplemental Reading 4</i> Chapter 6 Test Reading Project Assigned	
Week 13 4/14 – 4/17	Reading Project Continued	
Week 14 4/21 – 4/24	Reading Project Continued	
Week 15 4/28 – 5/1	Reading Project Concluded Review for Final Examination	
Week 16 5/5 – 5/8	Final Examination - Comprehensive	

*Vocabulary Index pgs. 241-242 – Focus on words from the **Academic Word List** (marked with an asterisk*). For information about Vocabulary Logs (Journals) – see p. 162-163

(The instructor may change this calendar if 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

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

Student Assignments

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

Assessment Methods

Chapter Tests (over both reading and vocabulary)
Quizzes, some unannounced
Reading Project
Final Examination

Note: Dictionaries and electronic devices are not allowed during reading tests and quizzes

Grading Percentages

Chapter Tests/Quizzes	35%
Reading Project/Presentation	25%
Vocabulary Journal/Supplementary Readings/Etc.	20%
Final Examination	20%

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.

Instructor-specific policy:

Tardiness and in-class time absence: Lateness of ten minutes or more counts as a tardy. Three tardies = 1 absence. Lateness after break times, leaving early or disappearing frequently or for periods of longer than 5 minutes during class or lab is also counted as an absence. 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).

Late Work: Homework is due on the next class day unless otherwise stated by the instructor. Assignments turned in one day late will receive a grade reduction of 25%. No assignments will be accepted more than one class day late. If you are absent, you are still responsible for the work missed and must be completed by one class day following the day you return to class. Please get a classmate's phone number or email me to find out what you missed so that you can be prepared for class.

Missed tests, presentations or quizzes: Please do not be absent on testing days. Missed tests or quizzes can be made up only if you can provide what your instructor considers an acceptable reason for having a second opportunity. Presentations cannot be made up. Please see your instructor to schedule a make-up time upon your return to class. Tests and quizzes must be made up within 2 class days.

HCC Grading Scale

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

Instructional Materials:

***Interactions 2 Reading* (Sixth Edition) ISBN: 9780077831011 (Hartmann & Kirn – McGraw-Hill) (new edition including online course access)**

Important Note: Students who do not bring required materials to class starting on *Wednesday, January 22*, will have 1 point deducted from their final exam grade for every day that they do not bring required materials. This includes books, paper, writing instruments and any other materials required by the teacher.

Come to class prepared to learn!

HCC POLICY STATEMENTS *(The complete **Student Handbook** is available at www.hccs.edu)*

HCC Policy: Scholastic Dishonesty (Dishonesty = Cheating)

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/ or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. "Scholastic Dishonesty" includes, but is not limited to, cheating on a test, plagiarism and collusion. Possible punishments for academic dishonesty may include a grade of "0" or "F" on the particular assignment, failure in the course, and/or referral to the college Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision.

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.

HCC Policy: Attendance

You are expected to attend all lecture classes and labs regularly. You are also responsible for materials covered during your absences. Instructors may be willing to consult with you for make-up assignments, but it is your responsibility to contact the instructor. Class attendance is monitored daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences. 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, you can be dropped from **all** Intensive English classes. This will make F1 students out of status and cause visa problems. Administrative drops are at the discretion of the instructor. Failure to withdraw officially can result in a grade of "F" in the course.

HCC Policy: Withdrawal Deadline

Students must withdraw by the withdrawal deadline in order to receive a "W" on a transcript. Be certain you understand HCC policies about dropping a course and consult with a counselor/advisor to determine if withdrawing is in your best interest. It is your responsibility to withdraw officially from a class and prevent an "F" from appearing on your transcript. In addition, withdrawing from a course may impact your financial aid award or eligibility. Contact the Financial Aid Office or website to learn more about the impact of withdrawing on financial aid. 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, March 31 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.***

HCC Policy: Students Repeating a Course for the Third Time

Please be advised that HCC is charging additional tuition for students who enroll in the same class three or more times at HCC. While it is the hope of HCC that students will be successful in their first attempt at classes, we realize that life demands, academic struggles, and other issues may result in students needing to take the same class more than once. Speaking with an advisor will help you develop student success skills, improving your overall academic performance. If a student repeats a course in which a grade (A-F) has been received, the highest grade received at HCC is the permanent grade for the course and will be used in computing the GPA. All grades earned in a given course will be reflected on the transcript. 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. *If you are having trouble in class, talk to your teacher and get help from a tutor.*

HCC Policy – ADA -- Disability Support Services

Houston Community College is committed to providing an accessible and supportive environment for students with disabilities. The Disability Support Service Office (DSSO) at each college of the Houston Community College is responsible for arranging reasonable accommodations for all qualified students with documented disabilities to ensure equal access to all programs and activities at HCC. DSSO assists students with physical, learning or emotional disabilities in developing independence and self-reliance. Services include adaptive equipment and reasonable accommodations for admissions assistance, testing, academic advising, registration and classroom instruction. Interpreting services are available for students who are deaf/hard-of-hearing and assistive technology devices are available for students who are blind. In order to serve you better, ADA counselors recommend that you meet with them at least 60 days prior to the beginning of the term. Students attending Northwest College are encouraged to contact **Dr. LaRonda Ashford** at 713-718-5408 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office. Please see this website for more information: *For more information visit <http://www.hccs.edu/hccs/future-students/disability-services>*

HCC Policy on Sexual Harassment

HCC will provide an educational, employment and business environment free of sexual harassment. Sexual harassment is a form of sex discrimination and is not tolerated by HCC. Any student who feels that he or she is the victim of sexual harassment has the right to file a grievance. Substantiated accusations may result in disciplinary action against the offender, up to and including termination of the employee or suspension of the student. In addition, complainants who make accusations of sexual harassment in bad faith may be subject to appropriate disciplinary action.

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.

Student Code of Conduct

Houston Community College views college-level students as adults who subscribe to a basic standard of conduct, which requires that they not violate any municipal, state or federal laws. Furthermore, no student may disrupt or otherwise interfere with any educational activity or fellow students' right to pursue academic goals to the fullest in an atmosphere appropriate to a community of scholars. Any student failing to abide by appropriate standards of conduct during scheduled college activities may result in disciplinary action. Students suspected of violating the student code of conduct will be subject to the disciplinary process. Students have the right to due process. For detailed information regarding violations of the student code of conduct and the disciplinary and appeal process, visit www.hccs.edu/hccs/current-students/student-rights-policies-procedures

General Instructional Complaints

When a student wishes to file a complaint related to instructional matters not covered under the Grade Appeal or EEO Process, the student is to follow the chain of command. A student should first discuss the issue with the faculty member. If after having discussed the matter with the faculty member a resolution is not reached to the student's satisfaction, the student may then present the issue to the division/department chair. If the student is still dissatisfied with the outcome after having spoken to the division/department chair, he/she may direct the complaint to the appropriate dean. The dean's decision is final. Complaints must be made within the semester in which the issue arose.

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.

Important Dates and Holidays

Regular Start

IEP classes begin	January 13
Martin Luther King, Jr. Observance (no classes)	January 20
Official Date of Record	January 27
President's Day (no classes)	February 17
Spring Break (no classes)	March 10 - 13
Last Day for Administrative/Student Withdrawals	March 31
Last day of Instruction	May 1
Final Examinations	May 5 - 8