COURSE INFORMATION:

ESOL 0042.83805 (ESOL Reading) (2 credit hours) **Prerequisite:** Student must have successfully completed ESOL 0041 or placed into course through appropriate assessment. This course builds upon the skills introduced in ESOL 0041. Students identify various modes of paragraph organization. Students distinguish between facts and opinions; make inferences; and increase reading rates and fluency. Students practice strategies such as context clues and word parts to deal with unknown words and acquire new vocabulary. **Learning Outcomes:** Learn and practice specific strategies for before, during and after reading; review and practice recognizing topic and stated and unstated main ideas; learn and practice three types of figurative language; learn and practice specific context clues; study and use word analysis, learning common prefixes, roots and suffixes; practice making valid inferences while reading.

ESOL 0052.83805 (ESOL Writing) (2 credit hours) **Prerequisite:** Student must have successfully completed ESOL 0051 or placed into course through appropriate assessment. This course introduces the elements of formal paragraph structure as well as writing as a process - inventing, drafting, revising, and editing. It emphasizes a variety of modes such as narration, description, definition, and explanation. **Learning Outcomes:** Learn and practice specific strategies for in writing correct sentences and paragraphs.

ESOL 0062.83805 (ESOL Grammar) (2 credit hours) **Prerequisite:** Student must have successfully completed ESOL 0061 or placed into course through appropriate assessment. This second grammar course reviews elements of English grammar introduced in ESOL 0061 and introduces the following grammar and mechanics points: capitalization. **Learning Outcomes:** Review parts of speech, articles, simple present tense, present progressive tense, simple past tense, past progressive tense and simple future tense; learn verb tenses, present perfect, past perfect, present perfect progressive, past perfect progressive; study modals.

COMG-1040.82805 (Enhancing Communicating Skills) Speaking publicly without stress. Emphasizes use of verbal and non-verbal skills to make points clear and effective. **Learning Outcomes:** Implement strategies for stress-free public speaking; perform verbal and non-verbal communication skills to make points clear; organize presentation, notes, and thoughts for understanding and clarity; demonstrate competence in introduction of presenters; and demonstrate speeches with audience involvement. **Scans Competencies:** a) Maximizes Resources: Learns to budget time and money, utilizes existing resources to accomplish a task, distributes duties to various team members, and utilizes space in a productive manner. b) Exhibits Interpersonal Skills: Works as a member of a team, participates in peer instruction, severs customers, negotiates with others, and works with different cultures. c) Utilizes Information Skills: Acquires and evaluates data, organizes and maintains information, interprets and communicates data, processes information. d) Applies Systems concepts: Understands technological and organizational systems, distinguishes trends, predicts results, corrects performance. e) Uses Technology: Demonstrates ability to use software in computer programs, uses the Internet for class assignments.

TEXTBOOKS:

**Reading:** *Making Connections Level 2*, McEntire & Williams, Cambridge, ISBN 978-1-10762-874-8


**Lab:** Academic Word Power 1, Lisa Hollinger, Houghton-Mifflin, ISBN 978-0-618-39768-6

**Dictionary:** For Level 2, you need an English dictionary (not bilingual, not electronic).
The instructor retains the right to amend the syllabus as necessary.

**CLASSROOM POLICIES:**

1. **Attendance Policy:** In order to be successful, students must attend and participate in enrolled courses. As an F1 student enrolled in a full-time English program, you should attend class every day. **If you have more than 5 absences during the session, your final grade in this level will be reduced by 10 points.** Missing any hour during the day equals one absence. If you are absent, you should contact your teacher(s) before class. Absenteeism: **Students have been allotted five absences for the session, and students are responsible for determining how they will utilize these absences.** Instructors will follow the attendance policy outlined in the syllabus. If a student has an extenuating circumstance or illness causing the student to exceed the allotted five absences, the student should inform all instructors and an international student advisor in the Multicultural Center. Excessive absenteeism will be reported to the Multicultural Center. **Punctuality is important in American culture. Be on time! Being late three times equals one absence.**

2. **Punctuality is important in American culture. Be on time!**

3. **As a student in this program, you are required to buy your textbooks in a timely manner. You should bring your textbooks to class with you every day no later than Friday, January 23, 2015, unless your teacher informs you otherwise.** Copies of the Level 2 textbooks are available at the Reserve Desk for use inside the Richland Library.

4. **We expect you to spend from two to four hours a day of study outside of class. Remember, you are responsible to ask about and complete missed assignments.**

5. **Electronic dictionaries and translators are not allowed in the Level 2 classroom. Do not bring them to class.**

6. **Cell Phone Use:** The instructor will determine if cell phones may be used during a classroom setting. Cell phone privileges will be removed if the instructor determines the cell phone is not being used for academic purposes or if the cell phone use becomes disruptive to the classroom instruction. Students who disrupt classroom instruction are in violation of the Student Code of Conduct.

7. **Smoking, eating and drinking are not allowed in the classroom. Students must keep the classrooms clean.**

8. **This is an English class. All instruction is in English. In order to provide the best study environment, students and teachers are expected to speak only English in the classroom.**

9. **End of Course Meeting:** At the end of the semester, each student will meet with the course instructors to receive final grades and future course placement information. **This session meeting date is Friday, March 20, 2015. Do not plan to leave town before this date if you wish to receive your grades and placement information in person.**

**Contingency Plan Statement:** In the event the college has to temporarily close, students should log in to their eCampus reading course shell for further information and instructions.

**Academic Progress:** Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check www.richlandcollege.edu/admissions/process.php for more details.

**ESOL Corner:** AECI students needing additional help with listening/speaking, reading, writing, and/or grammar are welcome to come to the ESOL Corner. The ESOL Corner is a drop-in tutoring center located on the second floor of Wichita Hall, across from the ESOL Lab (WH261). A tutoring schedule is posted listing the days and times tutors are available to help you.

**Institution Policies:** For Institution Policies, please refer to the Richland Website www.richlandcollege.edu or to www.richlandcollege.edu/syllabusinfo/syllabisinformation.pdf

**Class Schedule:** M-F: 12:30-4:45  Level 2 rooms: K111  Classes begin Tuesday, January 20, 2015. Classes end on Friday, March 20, 2015. You will have no classes on February 19 & 20 (Employee Development Day; Day of Service) nor March 9-13 for spring break.

**Course Drop Date:** 2/28/15

**Grading:** In order to be promoted to the next level, the overall average of your final grades in the four skill areas must be 75% or higher (based on the grading scales for this level), AND the average of your final grades in the reading and writing skill areas must be 75% or higher. **Both of these conditions must be met for you to pass to Level 3.** In order to succeed, you must also attend class regularly, complete assignments, participate in class activities, and participate in lab classes.

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<thead>
<tr>
<th>Writing Grade</th>
<th>25%</th>
<th>Reading 25%</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Final Exam 25%</td>
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<tr>
<td>Assignments and Tests</td>
<td>15%</td>
<td>Tests 35%</td>
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<tr>
<td>Paragraphs</td>
<td>45%</td>
<td>Quizzes 30%</td>
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<tr>
<td>Daily Writing Assignment</td>
<td>5%</td>
<td>Lab** 10%</td>
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<tr>
<td>Lab**</td>
<td>10%</td>
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<tr>
<th>Reading Grade</th>
<th>25%</th>
<th>Public Speaking II 25%</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Final Exam 25%</td>
</tr>
<tr>
<td>Unit Tests (2)</td>
<td>20%</td>
<td>Presentations (2) 30%</td>
</tr>
<tr>
<td>Assignments/Quizzes</td>
<td>45%</td>
<td>L/S Quizzes 35%</td>
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<tr>
<td>Lab**</td>
<td>10%</td>
<td>Online assignments 10%</td>
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</tbody>
</table>

**Explanation of grades:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>75-79</td>
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<tr>
<td>D</td>
<td>60-74 (Poor performance; repeat level of instruction)</td>
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<tr>
<td>F</td>
<td>Below 60 (Failing performance; repeat level of instruction)</td>
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* Students with an overall average of 75 or above but with a reading/writing average that is not 75 or above also receive a D grade.

**Lab Requirement:** For your courses, you are required to complete 6 online lab assignments outside of class. These assignments are designed to give extra practice in writing, grammar, and reading to help fulfill the objectives of these courses. You will attend a lab orientation and receive
expected level 2 student outcomes:

Grammar/usage. To successfully complete Level 2 grammar, the student will be able to:
A. use verb tenses (present, past, future, present perfect, past perfect and all progressive forms for these tenses)
B. practice subject-verb agreement
C. use personal and reflexive pronouns, and make agreement with collective nouns and indefinite pronouns
D. use personal pronouns as subject, object, possessive pronouns and possessive adjective pronouns
E. distinguish between various forms of “other”, “another”, “others”, and the others
F. use adverbs of frequency and manner
G. practice comparative & superlative forms
H. identify adverb clauses of time and reason
I. distinguish between modals of request, ability, possibility, necessity, advisability, expectation, and permission
J. use modals in negative forms and in questions and short answers
K. use gerund & infinitive phrases as subjects, objects of prepositions, and in negative forms
L. create questions and affirmative/negative statements
M. recognize the passive voice in the basic verb tenses
N. recognize relative pronouns and simple adjective clauses

Writing/writing processes. To successfully complete Level 2 writing, the student will be able to:
A. apply comma and capitalization rules
B. use a monolingual dictionary to aid in the writing process
C. create simple, compound, complex, and compound-complex sentences
D. use organizational conventions of written English such as a narrowed topic, a topic sentence, adequate supporting details, a concluding sentence, and transition words
E. practice using logic patterns of time, space, and order of importance
F. identify, correct, and learn how to avoid run-on sentences, comma-splices, and fragments
G. create narrative, descriptive, process, and compare/contrast paragraphs
H. use peer-editing, revising, and editing skills in writing

Reading/comprehension. To successfully complete Level 2 reading, the student will be able to:
A. read and comprehend by learning to identify the stated main and implied main idea
B. identify and understand major and minor supporting details
C. recognize a writer’s purpose for writing a passage, predict outcomes, and make inferences while reading
D. identify patterns of paragraph organization (e.g. time order, steps in process, description/spatial, compare/contrast, problem/solution, cause/effect)
E. read and understand real-life print situations by emphasizing vocabulary in newspapers, novels, application forms, schedules, college catalogs, course listings, junk mail, etc.
F. demonstrate vocabulary building techniques (e.g. word forms, context clues, synonyms, antonyms, etc.)
G. practice reading efficiency skills of skimming/scanning in pre-reading
H. read texts in English to facilitate vocabulary development
I. use various reading strategies to facilitate comprehension, improve speed, and build vocabulary
J. practice sustained reading in fiction

Listening/Speaking/purposes. To successfully complete Level 2 listening/speaking, the student will be able to:
A. identify and predict main ideas through listening and interpreting
B. follow verbal instructions/directions accurately
C. recognize and use both formal & informal language
D. take notes from short lectures and relate specific information
E. identify phonetic problems in spoken American English
F. distinguish stressed pronunciation, (for example: -s, -ed, teens vs. tens, can vs. can’t)
G. understand inconsistencies between spelling and pronunciation
H. practice non-verbal skills (for example: eye-contact and gesturing)
I. practice intonation in questions, statements, sentence endings, and punctuation clues
J. practice role playing in formal and informal situations
K. discuss controlled topics and express ideas
L. retell stories and reports
M. discuss points of view and opinions effectively with adequate support
N. survey others and be able to share this information
O. create & present publicly descriptive, narrative, and comparison/contrast presentations
demonstrate control of grammar such as verb tenses, subject-verb agreement, and use of articles when speaking
<table>
<thead>
<tr>
<th>Week</th>
<th>WRITING (ESOL 0052)</th>
<th>GRAMMAR (ESOL 0062)</th>
<th>READING (ESOL 0042)</th>
<th>LISTENING/SPEAKING (COMG 1040)</th>
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<tbody>
<tr>
<td>1</td>
<td>STEPS TO WRITING EFFECTIVE PARAGRAPHS: pp 2-40</td>
<td>Prepositions</td>
<td>READING STRATEGIES: Efficient reading strategies (RS handout)</td>
<td>Introduction to active listening and speaking</td>
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<td>SIMPLE SENTENCES: Textbook pp 81-90</td>
<td>Non-progressive verbs (Textbook p 16)</td>
<td>VOCABULARY ASSIGNMENTS: Introduction to vocabulary assignments (RS)</td>
<td>Orientation to eCampus and explanation of Online homework assignments</td>
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<td></td>
<td>PHRASES &amp; CLAUSES: WS (Writing Supplement) - p 6</td>
<td>Adverbs of frequency (Textbook A3, p 440)</td>
<td>UNIT 1 VOCABULARY LIST</td>
<td>Interactions 2 Textbook: Chapter 1</td>
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<td>INTRODUCTION TO FREE WRITING ASSIGNMENTS (GREEN BOOK): WS - p 5</td>
<td>S-V agreement with expressions of quantity/irreg. (Textbook Ch. 6, charts 89, 91, 93)</td>
<td>TEXTBOOK READING #1: The History of Electronic Media, pp 14-15</td>
<td>Listening—listening for main ideas &amp; details, getting meaning from intonation, and recognizing compass directions</td>
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<td>Speaking—Asking for clarification, describing map locations, and discussion on personal views &amp; academic honesty.</td>
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<td>2</td>
<td>COMPOUND SENTENCES (LESS FORMAL/ FORMAL): Textbook pp 91-108</td>
<td>Ch. 3 – Present Perfect &amp; Progressive</td>
<td>WORD ANALYSIS: Intro to WPL (RS)</td>
<td>Interactions 2: Chapter 1 (continued)</td>
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<td>TEXTBOOK READING #2: Ethical Reporting, pp 33-35</td>
<td>Strategies for Listening/Speaking — context clues, intonation, making, accepting, and making, accepting &amp; refusing invitations</td>
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<td>STRATEGY QUIZ</td>
<td>Narrative mini presentation</td>
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<td>3</td>
<td>REVISING AND EDITING: Descriptive ¶ due this week</td>
<td>Intro to count and non-count nouns (Ch. 7)</td>
<td>FIGURATIVE LANGUAGE: Small Book- In Chelsea’s Room p 2</td>
<td>Interactions 2 Textbook: Chapter 3</td>
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<td>COMPLEX SENTENCES: Textbook pp 109-118</td>
<td>Use of articles (Textbook Ch. 7, charts – p 114, 118)</td>
<td>READING TEST 1 (reading strategies, topic/main idea/ major details, textbook readings 1 &amp; 2, Unit 1 Vocab List</td>
<td>Listening—Listening for main idea &amp; details, making inferences, and recognizing expressions of advice</td>
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<td>SUMMARY OF SENTENCE CHALLENGES: Fragment (F)—Textbook pp 119-129 Run-on (RO)—Textbook pp 131-138 Comma Splice (CS)—Textbook pp 139-144</td>
<td>Test I includes material from Week 1 - 3</td>
<td>Pronunciations — identify and practice stressed words, and identify &amp; practice reduced pronunciation</td>
<td>Speaking—Talking about managing money, talking about entrepreneurs &amp; abilities and asking for, giving, &amp; refusing advice</td>
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<td>Test I includes material from Week 1 - 3</td>
<td>Lecture—vocabulary building, and taking notes on Entrepreneurs</td>
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<td>Strategies for Listening/Speaking — context clues, and pronunciation of tens &amp; teens</td>
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<td>Online assignment</td>
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<td>4</td>
<td><strong>CAUSE-EFFECT PARAGRAPHS:</strong> Textbook pp 60-63  <strong>CAUSAL LANGUAGE:</strong> WS – p 11  <strong>COMMA AND CAPITALIZATION RULES:</strong> WS – p 8; Textbook pp 145-169  <strong>PARAGRAPH:</strong> Cause or Effect ¶ Due  <strong>FOUR KINDS OF SENTENCES TEST</strong> WS – p 9</td>
<td><strong>VOCABULARY OF NUMBERS:</strong> Textbook, pp 88-90  <strong>TEXTBOOK READING #3:</strong> The Workforce of the 21st Century, pp 99-100  <strong>UNIT 3 VOCABULARY LIST</strong>  <strong>INFERENCES:</strong> Small Book – Thank You, M'am, p 10</td>
<td><strong>Interactions 2 Textbook:</strong> Chapter 5  <strong>Listening</strong>—Listening for main ideas &amp; details, making inferences, and recognizing stress in two &amp; three word verbs  <strong>Speaking</strong>—Talking about the American family, talking about numbers, percentages, &amp; graphs, comparing lifestyles in different countries, and asking for help &amp; favors  <strong>PROCESS Presentation</strong> “how to” with ordered explanation AND demonstration</td>
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<td>5</td>
<td><strong>COMPARISON/CONTRAST PARAGRAPHS:</strong> Textbook pp 64-68  <strong>COMPARISON/CONTRAST LANGUAGE:</strong> WS – pp 12-16  <strong>PARAGRAPH:</strong> Comparison ¶ Due  <strong>Pronouns</strong> (Azar Ch. 8, pp 135-147)  <strong>Forms of other</strong> (Chart 8-6) p 148  <strong>Gerunds and infinitives</strong> (Azar Ch.14)</td>
<td><strong>GRAPHS AND CHARTS:</strong> Textbook, pp 106-109  <strong>TEXTBOOK READING #4:</strong> Business &amp; Sustainability, pp 119-121  <strong>UNSTATED (IMPLIED) MAIN IDEAS</strong></td>
<td><strong>Interactions 2 Textbook:</strong> Chapter 5 (continued)  <strong>Pronunciation</strong> — identify and practice stressed words, identify and practice the dropped h in unstressed words  <strong>Lecture</strong>— vocabulary building, &amp; taking notes on the American Family  <strong>Strategies for Listening/Speaking</strong> — focus on linked words &amp; phrases, and context clues  <strong>Online assignment</strong></td>
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<td>6</td>
<td><strong>PARAGRAPH:</strong> Contrast ¶ Due  <strong>COMMA and CAPITALIZATION RULES TEST</strong>  <strong>Modals</strong> (Azar Ch. 9), and modal degree of ability (Azar chart p198)  <strong>Modal degrees of certainty</strong> (Azar Ch. 10) (Azar charts – pp 183,186,189)</td>
<td><strong>READING TEST 2</strong> (context clues, topic/major details/stated &amp; unstated main ideas, textbook readings 3 and 4, vocab of #'s, graphs/charts, Unit 3 Vocabulary List, inferences )  <strong>MORE FICTION:</strong> Small Book - They Shut My Grandmother’s Room Door, p 34  <strong>TEXTBOOK READING #5:</strong> Ergonomics, pp 184-185  <strong>UNIT 5 VOCABULARY LIST</strong></td>
<td><strong>Interactions 2 Textbook:</strong> Chapter 7  <strong>Listening</strong>—Listening for main idea &amp; details, making inferences, and understanding statements with rising intonation  <strong>Speaking</strong>—Discussing friendship, comparing American &amp; British English, talking about stereotypes, and using interjections  <strong>Pronunciation</strong> — identify and practice stressed words  <strong>Lecture</strong>— vocabulary building, and taking notes on American &amp; British English  <strong>Strategies for Listening/Speaking</strong> — context clues, interjections, and American expressions  <strong>COMPARE/CONTRAST Presentation</strong></td>
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<tr>
<td>7</td>
<td><strong>Review for Final Exam</strong></td>
<td><strong>Test II over material covered during Week 4, 5 &amp; 6</strong>  <strong>Review for Final Exam</strong></td>
<td><strong>Review for Final Exam</strong>  <strong>Review for Final Exam</strong></td>
<td></td>
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<tr>
<td>8</td>
<td><strong>FINAL EXAMS/CONFERENCES</strong>  <strong>Writing Final Exam:</strong> Monday, March 16, 2015  <strong>Grammar Final Exam:</strong> Tuesday, March 17, 2015</td>
<td><strong>FINAL EXAMS/CONFERENCES</strong>  <strong>Reading Final Exam:</strong> Wednesday, March 18, 2015</td>
<td><strong>FINAL EXAMS/CONFERENCES</strong>  <strong>Listening Final Exam:</strong> Tuesday, March 17, 2015</td>
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</table>
Read and understand this page. Please feel free to ask any questions if you need clarification.

Then, sign and date the Honor Pledge. When you sign the page, you indicate that you understand the pledge and promise to follow it.

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**Honor Pledge for the AECI**

- To learn English I understand that I need to make my own effort to improve. Improvement does not come from plagiarism (copying someone else’s work or ideas). I also understand that using someone else’s words or ideas without giving appropriate credit is a type of theft.

- I pledge that all homework, online discussion material, presentations, and other work completed for this class will be my own. In other words, I will use my own words and ideas.

- I pledge not to ask for or to give answers to anyone enrolled in this or a similar course.

- I understand that the consequences for cheating begin with a zero on that assignment or test and can increase to suspension or expulsion from the college.

____________
Signature

____________
Printed Name

____________
Date
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