American English and Culture Institute
World Languages, Cultures and Communication Division
Richland College
Session III, 2015 (January 20 – March 20, 2015)
Level 2 Course Syllabus

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Course Information:
ESOL 0042.83815 (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 0052.83815 (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: Review types of clauses and sentences; review format and characteristics of a paragraph; write paragraphs in the following modes: descriptive, narrative, process, comparison, and contrast; revise and edit paragraphs; learn and practice rules for comma use and capitalization.

ESOL 0062.83815 (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 and basic end punctuation, count/non count nouns and articles, prepositions, present perfect and present perfect progressive verb tenses, modals, gerunds and infinitives, and adjective clauses. These grammar points are necessary for writing correct sentences and paragraphs.
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 progressive; study modals.

COMG-1040.82815 (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:
Dictionary: For Level 2, you need an English dictionary (not bilingual, not electronic).
**CLASSROOM POLICIES:**

1. **Attendance Policy:** In order to be successful students must attend and participate in enrolled courses. As an F-1 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.

2. **Punctuality is important in American culture. Be on time! Being late three times equals one absence.**

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 a full-time student! You will probably not pass this level if you are not willing or able to study outside of class as well as in class. If you are absent, it is your responsibility 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/syllabiInformati.pdf

**Class Schedule:** M-F: 12:30-4:45 Level 2 rooms: WH215 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.

<table>
<thead>
<tr>
<th>Grammar Grade</th>
<th>Reading Grade</th>
<th>Public Speaking II</th>
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</thead>
<tbody>
<tr>
<td>Writing 25%</td>
<td>25%</td>
<td>25%</td>
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</tbody>
</table>

**Writing Grade**
- Final Exam: 25%
- Assignments and Tests: 15%
- Paragraphs: 45%
- Daily Writing Assignment: 5%
- Lab**: 10%

**Reading Grade**
- Final Exam: 25%
- Unit Tests (2): 20%
- Assignments/Quizzes: 45%
- Lab**: 10%

**Explanation of grades:**
- **A = 90-100**
- **B = 80-89**
- **C = 75-79**
- **D = 60-74** (Poor performance; repeat level of instruction)
- **F = Below 60** (Failing performance; repeat level of instruction)

**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
lab information needed to complete the assignments. You are responsible for completing all assignments by the due dates listed on the assignment calendars on eCampus. The instructor for your labs, Manavpreet Kaur, will post grades for the assignments, which you may view throughout the session on eCampus. If you have any questions about your lab assignments, you should contact Manav via email MKaur@dcccd.edu. Check your eCampus lab class for announcements and information about this requirement. The grade you receive upon completion of all lab assignments is worth 10% in each of your writing, reading and grammar course grades. Therefore, poor lab quiz grades or failure to complete your lab assignments will affect your lab grade and affect your final course grade.

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
P. demonstrate control of grammar such as verb tenses, subject-verb agreement, and use of articles when speaking
# AECI Level 2 Overview

**WS = Blue Writing Supplement**

<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>
</tr>
</thead>
<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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<tr>
<td></td>
<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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<tr>
<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></td>
<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></td>
<td>1ST STEPS TO WRITING EFFECTIVE PARAGRAPHS: pp 2-40</td>
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<td></td>
<td>Talking about managing money, asking for, giving, &amp; refusing advice</td>
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<td>SIMPLE SENTENCES: Textbook pp 81-90</td>
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<td>Pronunciations — identify and practice stressed words, and identify &amp; practice reduced pronunciation</td>
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<td></td>
<td>PHRASES &amp; CLAUSES: WS (Writing Supplement) - p 6</td>
<td></td>
<td></td>
<td>Lecture — vocabulary building, and taking notes on Entrepreneurs</td>
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<td></td>
<td>INTRODUCTION TO FREE WRITING ASSIGNMENTS (GREEN BOOK): WS - p 5</td>
<td></td>
<td></td>
<td>Strategies for Listening/Speaking — context clues, intonation, making, accepting, and making, accepting &amp; refusing invitations</td>
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<td></td>
<td>2ND STEPS TO WRITING EFFECTIVE PARAGRAPHS: pp 41-43</td>
<td>Ch. 3 –</td>
<td>WORD ANALYSIS: Intro to WPL (RS)</td>
<td>Narrative mini presentation</td>
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<td></td>
<td>INTRODUCTION TO FREE WRITING ASSIGNMENTS (GREEN BOOK): WS - p 5</td>
<td></td>
<td>TEXTBOOK READING #2: Ethical Reporting, pp 33-35</td>
<td>Lecture — vocabulary building, and taking notes on Academic Honesty</td>
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<td>3RD STEPS TO WRITING EFFECTIVE PARAGRAPHS: pp 41-43</td>
<td>Intro to count and non-count nouns (Ch. 7)</td>
<td>STRATEGY QUIZ</td>
<td>Strategies for Listening/Speaking — context clues, intonation, making, accepting, and making, accepting &amp; refusing invitations</td>
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<td></td>
<td>SIMPLE SENTENCES: Textbook pp 81-90</td>
<td>Use of articles (Textbook Ch. 7, charts – p 114, 118)</td>
<td></td>
<td>Online assignment</td>
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<td></td>
<td>PHRASES &amp; CLAUSES: WS (Writing Supplement) - p 6</td>
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<td></td>
<td>Test I includes material from Week 1 - 3</td>
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<td>INTRODUCTION TO FREE WRITING ASSIGNMENTS (GREEN BOOK): WS - p 5</td>
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<td>Interactions 2 Textbook: Chapter 3</td>
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<td>4TH STEPS TO WRITING EFFECTIVE PARAGRAPHS: pp 41-43</td>
<td>Test I includes material from Week 1 - 3</td>
<td>FIGURATIVE LANGUAGE: Small Book- In Chelsea’s Room p 2</td>
<td>Listening — Listening for main idea &amp; details, making inferences, and recognizing expressions of advice</td>
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<td>SIMPLE SENTENCES: Textbook pp 81-90</td>
<td></td>
<td>READING TEST 1 (reading strategies, topic/main idea/ major details, textbook readings 1 &amp; 2, Unit 1 Vocab List</td>
<td>Talking about managing money, asking for, giving, &amp; refusing advice</td>
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<td>5TH STEPS TO WRITING EFFECTIVE PARAGRAPHS: pp 41-43</td>
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<td>Strategies for Listening/Speaking — context clues, intonation, making, accepting, and making, accepting &amp; refusing invitations</td>
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</table>
| 4 | CAUSE-EFFECT PARAGRAPHS:  Textbook pp 60-63  
CAUSAL LANGUAGE:  WS – p 11  
COMMA AND CAPITALIZATION RULES:  WS – p 8; Textbook pp 145-169  
PARAGRAPH:  Cause or Effect ¶ Due  
FOUR KINDS OF SENTENCES TEST  
WS – p 9 | VOCABULARY OF NUMBERS:  Textbook, pp 88-90  
TEXTBOOK READING #3:  The Workforce of the 21st Century, pp 99-100  
UNIT 3 VOCABULARY LIST  
INFERENCES:  Small Book – Thank You, M’am, p 10 | Interactions 2 Textbook:  Chapter 5  
Listening—Listening for main ideas & details, making inferences, and recognizing stress in two & three word verbs  
Speaking—Talking about the American family, talking about numbers, percentages, & graphs, comparing lifestyles in different countries, and asking for help & favors  
PROCESS Presentation “how to” with ordered explanation AND demonstration  
|
| 5 | COMPARISON/CONTRAST PARAGRAPHS:  Textbook pp 64-68  
COMPARISON/CONTRAST LANGUAGE:  WS – pp 12-16  
PARAGRAPH:  Comparison ¶ Due  

**FOUR KINDS OF SENTENCES TEST**  
WS – p 9 | PRONOUNS (Azar Ch. 8, pp 135-147)  
Forms of other (Chart 8-6) p 148  
GERUNDS AND INFINITIVES  
(Azar Ch.14)  
GRAPHS AND CHARTS:  Textbook, pp 106-109  
TEXTBOOK READING #4:  Business & Sustainability, pp 119-121  
UNSTATED (IMPLIED) MAIN IDEAS  
Interactions 2 Textbook:  Chapter 5 (continued)  
Pronunciation — identify and practice stressed words, identify and practice the dropped h in unstressed words  
Lecture—vocabulary building, & taking notes on the American Family  
Strategies for Listening/Speaking — focus on linked words & phrases, and context clues  
Online assignment |  
|
| 6 | PARAGRAPH:  Contrast ¶ Due  
COMMA and CAPITALIZATION RULES TEST  
| MODALS (Azar Ch. 9), and modal degree of ability (Azar chart p198)  
Modal degrees of certainty (Azar Ch. 10)  
(Azar charts – pp 183,186,189)  
MORE FICTION:  Small Book - They Shut My Grandmother’s Room Door, p 34  
READING TEST 2 (context clues, topic/major details/stated & unstated main ideas, textbook readings 3 and 4, vocab of #’s, graphs/charts, Unit 3 Vocabulary List, inferences )  
TEXTBOOK READING #5:  Ergonomics, pp 184-185  
UNIT 5 VOCABULARY LIST  
Interactions 2 Textbook:  Chapter 7  
Listening—Listening for main idea & details, making inferences, and understanding statements with rising intonation  
Speaking—Discussing friendship, comparing American & British English, talking about stereotypes, and using interjections  
Pronunciation — identify and practice stressed words  
Lecture—vocabulary building, and taking notes on American & British English  
Strategies for Listening/Speaking — context clues, interjections, and American expressions  
COMPARE/CONTRAST Presentation |  
|
| 7 | Review for Final Exam  
Test II over material covered during Week 4, 5 & 6  
Review for Final Exam  
| Review for Final Exam  
Review for Final Exam  
|  
|
| 8 | FINAL EXAMS/CONFERENCES  
Writing Final Exam:  
Monday, March 16, 2015  
FINAL EXAMS/CONFERENCES  
Grammar Final Exam:  
Tuesday, March 17, 2015  
FINAL EXAMS/CONFERENCES  
Reading Final Exam:  
Wednesday, March 18, 2015  
| FINAL EXAMS/CONFERENCES  
Writing Final Exam:  
Monday, March 16, 2015  
Grammar Final Exam:  
Tuesday, March 17, 2015  
Reading Final Exam:  
Wednesday, March 18, 2015  
| FINAL EXAMS/CONFERENCES  
Writing Final Exam:  
Monday, March 16, 2015  
Grammar Final Exam:  
Tuesday, March 17, 2015  
Reading Final Exam:  
Wednesday, March 18, 2015  
|
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.

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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