Welcome to level 4!

We are a community of learners who are learning how to be better learners: we do this by thinking about, finding pleasure in, and taking ownership of our learning.

“…the unexamined life is not worth living.”

*Plato, The Apology*

“When love and skill work together, expect a masterpiece.”

*John Ruskin*
Course Descriptions:

ESOL 0054 (Writing)
These courses are designed to help students increase fluency and build confidence in writing. The courses focus on writing as a process. Through inventing, drafting, and revising, students write for specific audiences and purposes. Learning outcomes include being able to write essays for various purposes and audiences and being able to write essays in an informal personal style as well as in a formal academic style. Students will also be familiar with the entire writing process, especially revision and editing. In addition, students will understand how to use research without plagiarizing.

ESOL 0064 (Grammar)
Course Description: These courses are designed to complement the ESOL 0051-0054 writing series. They provide instruction and practice with discrete grammar points necessary for effective writing. Learning Outcomes include students should be more aware of their weaknesses in grammar and have strategies for minimizing those weaknesses. Also, students should be more familiar with how to edit their papers for grammatical errors.

COMG 2030 (Listening/Speaking)
These courses assist in the integration of interpersonal skills, social skills, and cultural and conversational acclimation - skills that are necessary to succeed in business and to become a team player. By taking these courses students will be able to increase their ability to communicate effectively in the work environment and to interact appropriately with supervisors and co-workers. Students are engaged in the constant practice of interpersonal, group, and public communication in which they express their ideas and opinions in English. The content of this level includes: vocabulary expansion, pronunciation practice, listening skills, verbal and nonverbal communication skills and the study of American culture. Learning outcomes include the ability to understand various modes of spoken discourse, to listen to lecture-length spoken discourse, to take effective notes in an academic environment, to prepare and deliver an informational speech and a persuasive speech and lead a group discussion.

ESOL 0044 (Reading)
These courses engage students in reading material from daily experience and prepare them for college reading tasks. Each course instructs students in reading skills, vocabulary development, critical thinking skills, and the use of resources. The content of this level includes calls for response to diverse texts such as short stories, essays, poems, and historical articles. Learning outcomes include the ability to read, evaluate, and respond critically to diverse texts at college level.
### Textbooks and Other Course Materials:

<table>
<thead>
<tr>
<th>Title</th>
<th>Course</th>
<th>Author</th>
<th>Publisher</th>
<th>ISBN #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evergreen A Guide to Writing with Readings, 10th edition</td>
<td>ESOL 0054, 0064 Lab</td>
<td>Susan Fawcett</td>
<td>Houghton Mifflin</td>
<td>9781133946687</td>
</tr>
<tr>
<td>Academic Word Power 3 (LAB)</td>
<td>LAB</td>
<td>Pat Bull</td>
<td>Houghton Mifflin</td>
<td>9780618397709</td>
</tr>
<tr>
<td>Writing Clearly, An Editing Guide</td>
<td>LAB</td>
<td>Janet Lane</td>
<td>Heinle &amp; Heinle</td>
<td>9780838409497</td>
</tr>
<tr>
<td>Foliotek ePortfolio code (you can buy with EDUC 1300 book or code alone)</td>
<td>Level 4</td>
<td>Foliotek</td>
<td>Available only at Richland bookstore.</td>
<td></td>
</tr>
</tbody>
</table>

### Recommended Texts:

### Course Objectives:

#### Level Four Writing

Writing/writing processes. The student will be able to:

A. understand the writing process: pre-writing, writing, revising and editing  
B. compose essays within a timed setting  
C. write essays that allow the students to go through the entire writing process and incorporate feedback through teacher comments and peer review  
D. write a coherent essay with a clear purpose, unified focused paragraphs, a thesis statement, topic sentences, supporting sentences and concluding sentences  
E. practice writing an essay that incorporates a creative introduction, transitional sentences, figurative language and sensory detail appropriately  
F. distinguish between informal, first person, personal writing style and formal, third person, objective, academic style  
G. write essays in cause/effect and persuasive modes  
H. use critical learning skills to analyze various pieces of academic writing and literature  
I. demonstrate basics of research and MLA guidelines including sources, a list of sources, paraphrases, summaries, direct quotes, and parenthetical citations  
J. understand the consequences of plagiarism in writing
Level Four Grammar

Grammar/usage. The students will be able to:

A. identify and edit mistakes for the following topics: subject verb agreement, all verb tenses, active and passive verbs
B. identify and edit mistakes for the following topics: punctuation, especially comma splices, fragments and run-on sentences
C. identify and edit mistakes for parallelism
D. produce sentences with correct use of verbs, punctuation and parallelism
E. identify, edit and produce modals, including perfect modals and passive modals
F. identify, edit and produce reduced adjective clauses, reduced adverb clauses and appositives
G. identify, edit and produce the most common forms of infinitives and gerunds including passive forms
H. identify, edit and produce the three basic forms of conditionals
I. identify individual weaknesses in punctuation and grammar, and then each student will develop strategies for improvement

Level Four Listening and Speaking

Listening/Speaking/purposes. The student will be able to:

A. collaborate in groups to accomplish defined goals
B. create and present publicly an impromptu speech, an informative speech, and a persuasive speech
C. listen to an academic presentation take notes and critically respond in the form of class discussion, quiz, and/or essay
D. demonstrate English rhythm and intonation
E. document all sources according to MLA guidelines
F. use technology and other media appropriately to enhance speeches
Level Four Reading

Reading/comprehension. Students will be able to:
A. read short stories or a novel in English and analyze for characterization, plot, and theme
B. evaluate a diverse selection of texts at college-level and respond critically
C. identify a writer's purpose, tone, credibility, and objectivity
D. distinguish between facts and opinion
E. recognize organizational modes
F. recognize and understand figurative language
G. paraphrase and summarize material from readings
H. recognize implications and make inferences
I. evaluate the structure and strength of a written argument
J. evaluate the relevance of supporting details and recognize assumptions in written materials
K. synthesize material from one or more texts
L. practice sustained reading in fiction
Writing Grade Percentages:
_____ 10% Writing Lab
_____ 30% Out-of-class essays
_____ 30% In-class essays
_____ 30% Final Exam / Final in-class essay test

Grammar Grade Percentages:
_____ 10% Lab
_____ 30% Quizzes and homework
_____ 30% Mid-term Test
_____ 30% Final Exam

Listening & Speaking Percentages:
_____ 25% Listening Speaking Activities and Quizzes
_____ 10% E-Portfolio (completion, design, and presentation)
_____ 20% Informative Speech
_____ 20% Persuasive Speech
_____ 25% Final exam

Reading Grade Percentages:
_____ 10% Reading Lab
_____ 25% Online Quizzes (eCampus)
_____ 15% Online Journal (eCampus)
_____ 25% In-class Quizzes
_____ 25% In-class Final Exam

In order to be promoted to the next level, the overall average of your final grades in the four skill areas in Level Four must be 75% or higher. In addition, you must receive a grade of at least 75 in reading AND at least 75 in writing. Your overall average could be 75 or higher but you will not exit level 4 if your grade in either Reading or Writing is 74 or less.
Course Outline for Writing 0054

Week 1
Review the Writing Process
The Essay

Week 2
Out-of-class Essay #1 (expository essay)
Review in-class essay writing techniques

Week 3
In-class Essay #1 (persuasive essay)
Revise Out-of-class Essay #1

Week 4
Revise Out-of-class Essay #1

Week 5
Out-of-class Essay #2 (cause and effect essay)
In-class Essay #2 (persuasive essay)

Week 6
Revise Out-of-class Essay #2

Week 7
Finish Revising Essays
Academic Writing

Finals Week
Final Exam (persuasive essay)
<table>
<thead>
<tr>
<th>Week</th>
<th>Grammar Topic</th>
<th>Homework and Exams</th>
<th>Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce Editing</td>
<td>Punctuation Assignments</td>
<td>Punctuation</td>
</tr>
<tr>
<td></td>
<td>Review Common Punctuation Mistakes: Comma Faults, Comma Splices, Fragments,</td>
<td></td>
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<tr>
<td></td>
<td>and Run-on Sentences</td>
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<tr>
<td></td>
<td>Introduce Perfect Modals</td>
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<tr>
<td>2</td>
<td><strong>Editing for Verbs</strong></td>
<td>Verb Assignments</td>
<td>Verbs Past/Perfect Modals</td>
</tr>
<tr>
<td></td>
<td>Introduce Reduced Clauses and Appositives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Editing for Parallelism</strong></td>
<td>Parallelism Assignments</td>
<td>Parallelism</td>
</tr>
<tr>
<td>4</td>
<td>Review</td>
<td>First Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduce Conditionals</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td><strong>Writing Sentences with Reduced Clauses and Appositives</strong></td>
<td>Reduced Clause and Appositive Assignments</td>
<td>Reduced Clauses and Appositives</td>
</tr>
<tr>
<td></td>
<td>Introduce Passive Infinitives and Passive Gerunds</td>
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<tr>
<td>6</td>
<td><strong>Writing Sentences with Passive Infinitives and Passive Gerunds</strong></td>
<td>Infinitive and Gerund Assignments</td>
<td>Infinitives and Gerunds</td>
</tr>
<tr>
<td>7</td>
<td><strong>Writing Conditional Sentences</strong></td>
<td>Group Grammar Project</td>
<td>Conditionals</td>
</tr>
<tr>
<td>8</td>
<td>Review</td>
<td>Final Exam</td>
<td></td>
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</tbody>
</table>
Course Outline for COMG 2030

Week 1  
Show and Tell  
ePortfolio Training  
**Practice Listening Quiz**

Week 2  
Doing Research  
**Listening Quiz 1**  
Impromptu Speech

Week 3  
Elements of a good speech  
Listening exercises  
**Listening Quiz 2**

Week 4  
Listening exercises  
**Informative speech**  
ePortfolio Workshop

Week 5  
Listening exercises  
Ethos/Logos/Pathos  
**Listening Quiz 3**

Week 6  
Listening exercises  
Debate  
**Persuasive speech**  
**Intonation Assignment**

Week 7  
ePortfolio workshops  
ePortfolio presentations  
**Listening Quiz 4**

Week 8  
Final Exam
# Course Outline for Reading 0044

<table>
<thead>
<tr>
<th>Reading List</th>
<th>Short Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-fiction to be determined by instructor</td>
<td>Discovering Fiction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week One</th>
<th>&quot;Is it Ok to Steal Hotel Amenities?&quot;</th>
<th>&quot;Thank you, Ma'm&quot;</th>
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<tbody>
<tr>
<td></td>
<td>Lynn Yeager/CNN.com/Travel</td>
<td>Langston Hughes</td>
</tr>
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<table>
<thead>
<tr>
<th>Week Two</th>
<th>&quot;The Mystery of Risk&quot;</th>
<th>&quot;The Circus&quot;</th>
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<tbody>
<tr>
<td></td>
<td>Peter Gwin/National Geographic</td>
<td>William Saroyan</td>
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<thead>
<tr>
<th>Week Three</th>
<th>&quot;Personal Solutions, Family Solutions&quot;</th>
<th>&quot;The Corn Planting&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>John Taylor Gatto/Natural Life Magazine</td>
<td>Sherwood Anderson</td>
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<table>
<thead>
<tr>
<th>Week Four</th>
<th>&quot;The Real Reasons We Explore Space&quot;</th>
<th>&quot;All Summer in a Day&quot;</th>
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<tbody>
<tr>
<td></td>
<td>Michael Griffin/Air Space Magazine</td>
<td>Ray Bradbury</td>
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</table>

<table>
<thead>
<tr>
<th>Week Five</th>
<th>n/a</th>
<th>&quot;A Visit to Grandmother&quot;</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>William Melvin Kelley</td>
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<tr>
<th>Week Six</th>
<th>&quot;11 Fascinating Funeral Traditions from Around the Globe&quot;</th>
<th>&quot;The Warriors&quot;</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Kate Torgovnick May/Ted Blog</td>
<td>Anna Lee Walters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Seven</th>
<th>Revision</th>
<th>Revision</th>
</tr>
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</table>


Contingency Plan Statement / If Campus is closed...

In the event the college has to close temporarily, students should log in to their eCampus course shell for further information and instructions.

Evaluation Procedures:
Your final course grade will be determined by your overall performance and by your language proficiency at the end of the course. Promotion to the next level will be based on the instructor’s assessment of your overall performance.

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Students who pass Level Four are given an overall combined course grade for all of their classes, resulting in students getting the same grade for all of their classes. Students who do not pass level four will be given a D or F grade for the courses which they did not pass. However, they will be given a passing class grade for each class that they passed with a 75 or higher. For example, a student with the grade of D or F for all the classes he or she fails, but if the student passes reading with a C (75-79), the student gets a C for reading.

You are expected to attend class on a regular basis, complete all assignments (including a portfolio) and participate in all activities in and out of class as designated by your instructor. Students who fail to participate in class, fail to take any of the final exams or fail to do a substantial part of the work of level 4 will receive a grade of “F.” You may also receive an “F” if you engage in any academic dishonesty.

% of Final Grade:
Writing 25%
Grammar 25%
Reading 25%
Listening/Speaking 25%

Explanation of final grade calculation:
A = 90-100  C = 75-79  F = Below 60
B = 80-89  D = 60-74

**Remember** You will lose 10 points off your final total grade if you have 6 or more unexcused absences in this 8-week period.
Obtaining Final Course Grades Using eConnect:
Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu or by telephone at 972-613-1818. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

Final grades and placement policy
Final course grades and placement decisions will be given on the last day of the course. Final grades and placement are not negotiable. Instructors cannot change any grades unless you have evidence that a grade was miscalculated. Only if a grade was miscalculated will instructors revise the final placement. Advisors in the Multicultural Center cannot change any placement decisions made by instructors.

End of Course Meeting
At the end of the semester, each student will be required to meet with the course instructors to receive the final grades and future placement information. Students must not plan to leave town until after this date if they wish to receive their grades and placement information. Please note: Final grade placement information will only be given at the scheduled appointment time. The instructors will not be able to meet with any student after their scheduled appointment time.

ESOL Corner
AECI students needing additional help with listening/speaking, reading and writing/grammar are welcomed 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 will be posted listing the days and times a tutor will be available to help you. Be certain to read the schedule carefully.

Lab Requirement
For your courses, you are required to complete six lab assignments outside of class, for each class except Listening/Speaking. These assignments are designed to give you extra practice in writing, grammar, and reading to help fulfill the objectives of these courses. You will attend a lab orientation and receive information needed to complete the assignments. You are responsible for completing all assignments by the due dates. The Instructional Associate for your labs will grade the assignments, and you may view your grades throughout the session on eCampus. If you have any questions about your lab assignments, you should speak with the Instructional Associate. The grade you receive upon completion of all lab assignments is worth 10% of your lecture course grades. Therefore, poor assignment grades or failure to complete your lab assignments will affect your lab grade, and ultimately affect your final grade for your course.

Holidays:
The students’ holidays in this session are February 19 and 20, 2015.
Spring break is March 9 – 13, 2015.
Last day of class: 03/19/2015
Drop Policy and Procedure
If you cannot finish this course for personal reasons, you must officially drop the course. Your instructor cannot do this for you. Only you can complete paperwork to do this. To drop a course, you must see your International Student Advisor and officially complete paperwork.

The last day to drop is 02-28-2015. If you stop coming to class and do not drop the course, you will receive a grade of “F” for the class. Having an “F” as a grade for an international student may mean that you are considered “out of status.”

Developmental Courses:
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such as English 1301/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available from the TSI Office in T170T or T170S (phone number 972-238-6115 or 972-238-3787) or at http://www.rlc.dcccd.edu/regi/resource/tsi.htm

Course Policies and Classroom Atmosphere:

Attendance/Punctuality
As an F-1 student, you are enrolled full-time in the American English and Culture Institute. You are expected to attend class from Monday to Friday as part of your visa requirement. By attending class on a regular basis, you will receive the instruction and practice necessary to develop your language skills. If you are absent, you are causing problems for yourself, your instructor, and other students in the class. You will often be required to participate in group activities, and many assignments cannot be made up. Excessive absences can negatively affect your status with the institute. Punctuality is important for success in American culture. We will begin class promptly. We expect you to be on time and stay until dismissal.

3 late arrivals = 1 absence
1 early departure (prior to instructor dismissal) = 1 absence
If you miss more than one hour of class, it is an absence.
5 or more absences = 10 points off final course grade

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.

Sometimes it may be necessary for you to miss an occasional class due to illness or for personal reasons. If possible, notify your instructor ahead of time or leave a message for him/her at the office number listed on the first page. When you return to class after being absent, it is your responsibility to check with classmates or your instructor to find out what assignments you have missed and to request handouts which may have been given during your absence. It is always a good idea to exchange telephone numbers with a classmate, so you can give each other homework assignments if one of you misses class.
If you are going to miss a quiz or test or some other major assignment, you should contact the teacher beforehand. It is up to the teacher's discretion to decide if and what type of make-up assignment is available.

**Homework**
In this intensive course, you can expect to have homework each day. You must turn in homework when it is due. **No late homework will be accepted unless you have made prior arrangements with the instructor.**

**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.

**Official Friday Prayer** is between 2:10-2:25. Students should be encouraged to use the afternoon break time for prayer obligations. E019 has been designated for prayer and meditation.

**Classroom Atmosphere**
In this course, you will be expected to participate in group activities as well as individualized projects and assignments. You will want to share your ideas and encourage your classmates to talk as much as possible during small group sessions and class discussions. At all times you should do your best to make other students feel relaxed and at ease. When you are given class time to complete individual assignments, please focus on the assignments and do not disturb other students who are working. I hope that you always feel free to ask questions and voice your opinions. In Level four we promote an informal, relaxed atmosphere. We like it when everyone has the opportunity to talk. Please respect other people's opinions and their right to talk. You don't have to raise your hand, but if you have something you really want to say, you can raise your hand if you want. Sometimes the only way you can be heard is by raising your hand. Normally, it is okay to just speak out. Being respectful is the best guideline.

**Academic Honesty**

**Cheating** is considered to be a serious offense at the American English and Culture Institute. Students who are caught cheating can be expelled from the institute. If you are caught cheating in class, you can receive an “F” in this course. At the very least you will get a **zero** on your assignment. Cheating includes copying the work of others or using notes, books or information from other students during quizzes, tests or exams. It also includes copying the words and/or ideas of others without citing their work as a reference and turning in work that has been written by someone else (i.e. plagiarism.)

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student's test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college.

**For Financial Aid Students Only**

Beginning fall 2010, an “E” grade in an ESOL or developmental course will not be viewed as making "Satisfactory Academic Progress" by federal financial aid. If you have additional questions regarding this change, please contact the Financial Aid office at 972-238-6188.
<table>
<thead>
<tr>
<th>Attendance Policy</th>
<th>In order to be successful students must attend and participate in enrolled courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Progress:</strong></td>
<td>Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check <a href="http://www.richlandcollege.edu/admissions/process.php">www.richlandcollege.edu/admissions/process.php</a> for more details.</td>
</tr>
</tbody>
</table>

**Institutional Policies:**

for ecampus problems: student help desk 866-374-7169

The instructor reserves the right to amend this syllabus as necessary.
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 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 and can increase to suspension or expulsion from the college.

____________________________________
Signature

____________________________________
Printed Name

____________________________________
Date