Richland College

Teaching, Learning, Community Building

American English & Culture Institute/ILC
Level One Syllabus
World Languages, Cultures & Communications
Class Time: 8:00-12:20 (MTWTF)
Classroom Bonham 111

Instructor: Adam Gordon
E-mail: AdamGordon@dcccd.edu
Tel: (972) 238-6201
Office: Wichita Hall 228
Office Hours: 12:30-1:30 every day or by appointment

Instructor: Ikuko Fujiwara-Jodlowski
Email: IkukoFJ@dcccd.edu
Tel: (972) 761 6738
Office: Lavaca 225
Office hours: Thursdays 1:30-2:30 or by appointment

Prerequisites
Eligibility for Level Zero-One at the American English & Culture Institute (AECI) is determined through appropriate scores on the Michigan Test of English Language Proficiency and a departmental writing sample,

Special Information: Institution Policies
1. ADA Statement: If you are a student with a disability and/or special needs who requires ADA accommodations, please contact the Richland College Disability Services Office.
2. Religious Holidays: The AECI is a multicultural institution that realizes that the holidays on the academic calendar may not include all religious holidays. Absences for observance of a religious holiday are excused. Students may make up work and/or tests that occur on a recognized religious holiday and complete the assignment within a reasonable time after the absence. Instructors may ask students for additional information about the holiday.
3. Financial Aid Statement For Distance Learning Classes
If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

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<thead>
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<th>NEW</th>
<th>STOP BEFORE YOU DROP</th>
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| Six Drop Issue Syllabus Statement | For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.
You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.
Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”.
Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: www1.dcccd.edu/coursedrops |

https://www1.dcccd.edu/coursedrops
Emergency Preparedness

"To help ensure your safety on campus, please watch this video on keeping safe in a campus emergency at [http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv](http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv)"

Plan for temporary closure of Richland College

In the event of a school closing temporarily, please check your email, eConnect and eCampus for more information. This information will tell you how long the school will be closed, what assignments must be completed and where to check for more information.

COURSE OUTLINE

The English for Speakers of Other Languages (ESOL) credit curriculum is designed to develop a student’s pre-academic language proficiency in the areas of listening, speaking, reading, and writing. The plan of study consists of sixteen courses divided into four proficiency levels and four skill areas (Listening-Speaking, Reading, Writing, and Grammar). The credit curriculum is designed to interface both with other ESOL programs and with developmental studies or college level programs on each campus. A student enters this program by taking an English placement test and then by being advised by a specially trained ESOL academic advisor.

Grammar: ESOL 0061.83831

This course is designed to complement the ESOL 0051-0054 writing series. It provides instruction and practice with discrete grammar points necessary for effective writing.

Learning Outcomes: The student will be able to:

A. create simple sentences
B. use verb tenses i.e. present, past, future, present and past progressive
C. use yes or no questions and Wh questions
D. identify modals for ability, permission, advice, and request
E. identify and use basic parts of speech i.e. articles, count/non-count nouns, pronouns, adjectives, and adverbs
F. apply subject-verb agreement to basic verb tense
G. identify present perfect

Reading: ESOL 0041.83831

This course engages students in reading material from daily experience and prepares them for college reading tasks. Each course instructs students in reading skills, vocabulary development, critical thinking skills, and the use of resources.

Learning Outcomes: The student will be able to:

A. recognize stated and implied main ideas
B. identify supporting details
C. use basic reading strategies i.e. pre-reading, skimming, and scanning
D. use context clues in reading
E. practice vocabulary building strategies
F. recognize word formation
G. read basic texts about real-life topics
H. use an English dictionary

Writing ESOL 0051.83831 This course is designed to help students increase fluency and build confidence in writing. The course focuses on writing as a process. Through inventing, drafting, and revising, students write for specific audiences and purposes.

Learning Outcomes: The student will be able to:

A. demonstrate formatting skills
B. organize ideas for a paragraph by using pre-writing techniques such as brainstorming, clustering, and outlining
C. develop drafts of paragraphs
D. revise the drafts for audience, purpose, or word choice errors
E. edit the drafts for grammar errors
F. demonstrate the use of a topic sentence, detailed support, and concluding sentences
G. compose paragraphs with listing order, time order transitions & spatial order
H. compose paragraphs to narrate, explain, and describe
I. identify and revise fragments, run-on, and comma splices

In general, you will spend your time in the classroom and in the computer lab in a variety of ways to include listening to lectures, participating in seminars/workshops, and receiving one-on-one instruction. As a part of this course, you are enrolled in a computer lab course which is designed to help you with the skills needed to successfully complete this level. You should plan to spend at least half an hour a day on your lab course assignments as directed by your instructor.
Course Policies and Classroom Atmosphere

Attendance/Punctuality
As an F-1 student, you are enrolled fulltime 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 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 lates = 1 absence

If a student misses more than 30 minutes of class, it is an absent.

Students have been allotted five absences for the session, and the students are responsible for how they will utilize these absences.

6 or more absences = 10 points off final grade

Sometimes it may be necessary for you to miss a 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.

Homework
In this intensive course, you can expect to have at least two hours of 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.

Classroom Atmosphere
In this course, you will be expected to participate in cooperative learning 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.

Academic Honesty and Integrity
Cheating is considered to be a serious offense at the American English and Culture Institute. If you are caught cheating in class, you will receive an "F" in this course, and you could be expelled from the institute. Academic dishonesty includes but is not limited to cheating on tests, plagiarism and collusion. Cheating includes copying the work of others, and/or using notes, books or information from other students during tests or exams, 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 the test. Plagiarism is the appropriating, buying, receiving as a gift, obtaining 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. Students who are involved in such activities shall be punished as prescribed by college and Board policies outlined in the Student Code of Conduct at http://www1.dcccd.edu/cat0506/ss/code.cfm

Smoking, Eating and Drinking, Cell Phones
College policy restricts students from smoking in the building. Eating and drinking, with the exception of water, is not allowed in the classroom. Students are responsible for keeping the classroom neat and clean. Please be respectful of your instructors and classmates by having your cell phones turned off while you are in class.

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 the paperwork to do this. To drop a course, you must see your International Student Advisor and officially complete paperwork. If you stop coming to class and do not drop the course, you will receive a grade of “F”. The last date you may drop this session: May 3, 2017

Course Grading and Recommendations
Your final course grade will be determined by your overall performance and by your language proficiency at the end of the course. In each course you will be required to take tests, quizzes, a midterm exam and a final exam.

Promotion to the next level will be based on the instructors’ assessment of your overall performance. To be promoted to the next level, you must:

1. Receive a C grade or higher to pass this course. A student must get an overall grade of C and a W/R average of a C.
2. Attend class on a regular basis
3. Complete all assignments, quizzes and exams, and participate in all activities.
A = 90-100
B = 80-89
C = 75-79
D = 60-74
F = 59 or under

Final Grade Calculation:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Writing</td>
<td>25%</td>
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<tr>
<td>Grammar</td>
<td>25%</td>
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<tr>
<td>Listening/Speaking</td>
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<td>Reading</td>
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<td>Total</td>
<td>100%</td>
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Class Participation: This is how your participation grade works. You begin each class with 5 points for participation. You will lose all 5 points if one or more of the following occurs:

- Your cell phone rings or vibrates during class. You may not use your phone unless your teacher gives you permission. Keep it in your backpack.
- You are using an electronic dictionary during class.
- You do not have your required textbooks for class.
- You have pencil writing in your used textbooks.
- You do not have the homework that was given for the day.
- Your instructor has to tell you during the class period not to speak in your native language.
- You come to class late.
- A student must do his own work inside and outside of class.

Homework: 5%
Quizzes: 30%
Lab: 10%
Class Participation: 10%
Midterm: 20%
Final: 25%

Cell phones: Cell phones will not be permitted in the classroom unless your teacher gives you permission to give them. Please keep your cell phones in your backpack or bag at all times. If there is an emergency, please tell your teacher before class.

Third Attempt to Enroll in a Course

Effective for fall semester 2005, The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. Developmental Education and some other courses will not be charged additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the fall 2002 semester. Students should take care in dropping a course, as the third or future attempt to retake a course will result in additional tuition. There is not an appeal process. See Third Attempt to Enroll in a Course at http://www.dcccd.edu/thirdcourseattempt/

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.

No Classes

There will be no classes on the following days: April 14, 2016

<table>
<thead>
<tr>
<th>Level 1 Book Titles</th>
<th>Author</th>
<th>Publisher</th>
<th>ISBN #</th>
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<tbody>
<tr>
<td>Focus on Grammar (3) 4th edition</td>
<td>Fuchs, Bonner, Westheimer</td>
<td>Longman</td>
<td>0-13-254648-5</td>
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<tr>
<td>Ready to Read Now</td>
<td>Blanchard, Root</td>
<td>Longman</td>
<td>0-13-1776479</td>
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<td>First Steps in Academic Writing</td>
<td>Ann Hogue</td>
<td>Addison-Wesley Longman</td>
<td>0-13-241488-0</td>
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<tr>
<td>Week</td>
<td>Topics</td>
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<td>Week 1</td>
<td>Introductions, icebreaker activities, Writing Diagnostic</td>
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<td>Unit 1-Introducing People pages 3, 4, 5</td>
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<td>The Writing Process, what is academic writing</td>
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<td>What is a Paragraph-3 parts of a paragraph</td>
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<td>Writing Practice: Introducing my Classmate</td>
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<td>Journal Writing: page 173</td>
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<td>Writing Journal: My First Day of Class</td>
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<td>Week 2</td>
<td>Unit 1-Part 2 Grammar &amp; Capitalization-page 10</td>
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<td>What is a Sentence-Recognizing Sentences-page 12</td>
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<td>Subjects, Verbs and Objects-page 14</td>
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<td>Capitalization-Six Rules page 16</td>
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<td>Writing Journal: Introducing Myself</td>
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<td>Week 3</td>
<td>Part 3-Sentence Structure page 20</td>
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<td>Simple Sentences</td>
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<td>Connecting Words page 23</td>
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<td>Writing Practice: A Person I Admire Most</td>
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<td>Week 4</td>
<td>Chapter 2-Listing-Order Paragraphs page 33</td>
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<td>Prewriting Activity-Clustering, Brainstorming</td>
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<td>Organization, 3 parts of a paragraph</td>
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<td>Topic and Controlling Idea</td>
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<td>Listing-Order Signals</td>
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<td>Paragraph Unity</td>
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<td>Concluding Sentence</td>
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<td>Outlining-page 52</td>
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<td>Midterm Exam</td>
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<td>Week 5</td>
<td>Unit 2-Part 2 page 53</td>
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<td>Sentence Structure-Compound sentences, simple versus compound, Coordinating conjunctions FANBOYS</td>
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<td>Sentence Errors-Run-Ons, Comma Splices</td>
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<td>Writing Journal</td>
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<td>Unit 6</td>
<td>Chapter 3-Part 3-page 86</td>
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<td>Capitalization: Four More Rules</td>
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<td>Commas: Four Rules page 89</td>
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<td>Chapter 4-Describing a Place-page 94</td>
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<td>Sentence Structure-Preposition, prepositional phrases page 112</td>
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<td>Writing Journal: My House</td>
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<td>Writing Practice: My Favorite Holiday</td>
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<td>Week 7</td>
<td>Chapter 5-page 139</td>
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<td>Capitalization: Two More Rules</td>
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<td>Commas-Four More Rules</td>
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<td>Adjectives-page 104 Part 2</td>
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<td>Writing Practice: Last Summer</td>
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<td>Week 8</td>
<td>Review-practice for final exam.</td>
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<td>Final Exam</td>
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<td>Graduation</td>
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## GRAMMAR: FOCUS ON GRAMMAR 3 Fourth Edition by Fuchs, Bonner, Westheimer

| Week 1 | Diagnostic test  
|        | Unit 1-Simple Present and Present Progressive (page 2)  
|        | Quiz-Irregular Verbs (Appendices A-1) Study 20 verbs a week. |
| Week 2 | Unit 1-Simple Present and Present Progressive  
|        | Unit 2-Simple Past Tense (page 16)  
|        | Quiz-Simple Present and Present Progressive  
|        | Irregular Verbs |
| Week 3 | Unit 3-Past Progressive and Simple Past  
|        | Unit 4-Used To/Didn’t Use To  
|        | Quiz-Past tense  
|        | Irregular Verbs |
| Week 4 | Unit 6-Future tense  
|        | Irregular Verbs  
|        | Quiz-Past tense and Past Progressive  
|        | **Midterm Exams** |
| Week 5 | Unit 5-WH-Questions  
|        | Yes and No Questions  
|        | Quiz-WH-Questions |
| Week 6 | Unit 8-Present Perfect: Since and For  
|        | Unit 9-Present Perfect: Already and Yet  
|        | Quiz-Present Perfect tense |
| Week 7 | Unit 13-Modals: Ability-Can, Could, Be able to  
|        | Unit 14-Modals: Permission-Can, Could, May, Do you mind if…  
|        | Unit 15-Modals: Request-Can, Could, Will, Would, Would you mind….  
|        | Unit 16-Modals: Advice-Should, Ought to, Had Better |
| Week 8 | Quiz-Modals  
|        | Exam Review  
|        | **Final Exams** |
### READING: READY TO READ NOW by KAREN BLANCHARD & CHRISTINE ROOT

| Week 1 | Chapter 1. Get the Picture  
Reading Skills: Identifying topics and main ideas  
Vocabulary Skills: Using a dictionary – guide words; multiple meanings  
Main Reading: *It Happened by Accident* |
| Week 2 | Chapter 2. Take a Closer Look  
Reading Skills: Identifying Supporting Details  
Vocabulary Skills: Using a dictionary – parts of speech  
Main Reading: *Unusual Fads of the 1920s* |
| Week 3 | Chapter 3. Make Guesses  
Reading Skills: Previewing and Predicting  
Vocabulary Skills: Word parts: Prefixes  
Main Reading: *Funny Business* |
| Week 4 | Chapter 4. Read Quickly  
Reading Skills: Skimming and Scanning  
Vocabulary Skills: Synonyms and antonyms  
Main Reading: *Bear Necessities*  
**Midterm exam** |
| Week 5 | Chapter 5. Figure It Out  
Reading Skills: Using Context Clues  
Vocabulary Skills: definition clues, comparison clues, contrast clues, example clues  
Main Reading: *Idioms and Proverbs* |
| Week 6 | Chapter 6. Put Things in Order  
Reading Skills: Recognizing Sequence  
Vocabulary Skills: Word parts: Suffixes  
Main Reading: *The Story of the Two Brothers* |
| Week 7 | Chapter 7. Believe it or Not  
Reading Skills: Fact vs. opinion  
Vocabulary Skills: Using word maps  
Main Reading: *The Godfather: A Movie Classic* |
| Week 8 | Chapter 8. Read Between the Lines  
Reading Skills: Making inferences  
Vocabulary Skills: Compound words  
Main Reading: *Swimming Buddies*  
**Final Exam** |