I. Course Description and Prerequisites

This course includes specific reading comprehension skills, reading efficiency strategies, critical thinking skills, vocabulary expansion, and the use of campus resources such as labs and libraries. Learning outcomes include the ability to recognize modes of discourse in academic texts, to determine main ideas and supporting details, to guess the meaning of unfamiliar terms using context, to understand an author’s purpose and figurative use of language, to recognize paraphrases, to distinguish fact from opinion, and to use inference.  

ESOL 0043. 81824 (Reading)  
This course includes specific reading comprehension skills, reading efficiency strategies, critical thinking skills, vocabulary expansion, and the use of campus resources such as labs and libraries. Learning outcomes include the ability to recognize modes of discourse in academic texts, to determine main ideas and supporting details, to guess the meaning of unfamiliar terms using context, to understand an author’s purpose and figurative use of language, to recognize paraphrases, to distinguish fact from opinion, and to use inference.  

ESOL 0053. 81824 (Writing)  
This course stresses the process of paragraph writing and the characteristics of effective paragraph structure. It also introduces modes of discourse such as description, cause-effect, and comparison-contrast. Learning outcomes include the ability to write paragraphs in different modes of discourse and to write a 5-paragraph essay with an effective introduction and conclusion.  

ESOL 0063. 81824 (Grammar)  
This course reviews grammar points studied in ESOL 0061 and ESOL 0062 and introduces elements necessary for students to write effective essays. It continues the study of verb tenses, parts of speech, and modals and introduces adverb, adjective, and noun clauses. Learning outcomes include the ability to recognize and correctly use clause-level grammar, passive voice, direct speech and reported speech.

II. Course Policies and Classroom Atmosphere

A. Attendance/Punctuality (Being on Time)  
In order to be successful students must attend and participate in enrolled courses. As an F-1 student, you are enrolled full-time in the American English and Culture Institute. You are expected to attend class every day as part of your visa requirement. If you are absent, you are causing problems for yourself, your instructor, and other students in the class. Excessive absences can affect your visa status. You will often be required to participate in group activities, and any assignments cannot be made up.  

Punctuality is important in American culture. Class begins as soon as the instructor addresses the class. We expect you to be on time and stay until dismissal.  
3 tardies (coming in any time after the instructor has addressed the class) = 1 absence  
Missing 1 hour or more of class in any one day = 1 absence  
1 early departure of less than 1 hour (prior to instructor dismissal) = 1 tardy  
6 or more absences = 10 points off final grade  

Students have been allotted five absences for the session, and students are responsible for determining how they will utilize these absences. **When you are absent, it is your responsibility to check with your instructors to find out what you missed.** If you are absent on a day on which an exam, quiz, or in-class essay is scheduled, you will not be allowed to make up the assignment unless you contact the instructor by telephone or e-mail about your absence before the start of class. Make-up assignments and quizzes will be subject to the prerogative of each instructor. 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 Multicultural Center. Excessive absenteeism will be reported to Multicultural Center. Instructors follow the attendance policy outlined above.  

There are NO CLASSES on April 14th.
Religious Holidays
Absences for observance of a religious holiday are excused. If you have to miss class days for a religious holiday, you must tell the instructors by the end of the first week so that we can prepare make up materials for you.

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

C. ESOL Corner
AECl students needing additional help with listening/speaking, reading and writing/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 Language Lab (WH261). A tutoring schedule listing the days and times a tutor will be available to help you is posted there.

D. Contingency Plan Statement
If the college has to temporarily close, you should log in to your eCampus course shell for WRITING/Announcements for further information and instructions. If you don't have internet access at home, you will need to ask someone who has access to give you the information. You may need to borrow someone else's computer or use public internet access at a library or internet cafe to complete assignments.

E. Lab Requirement
For your courses, you are required to complete six online lab assignments outside of class. These assignments are designed to give you extra practice in writing, grammar, and reading to help fulfill the objectives of these courses. These assignments ARE DIFFERENT FROM online assignments that you will receive as part of your face to face on campus classes. New students will attend a lab orientation and receive a lab packet needed to complete the assignments. You are responsible for completing all assignments by the due dates listed on the assignment calendars provided by your lab instructor. The Instructional Specialist for your labs, Gabe Edgar, will grade the assignments. You may view your grades throughout the session on the Blackboard system. If you have any questions about your lab assignments, contact Gabe Edgar by e-mailing him at GEdgar@dccc.d.edu. The grade you receive upon completion of all lab assignments is worth 10% of your lecture course grade. 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.

F. Homework
You must turn in homework when it is due. Homework is to be done outside of class time, not during it. All homework is due at the beginning of the class on the day that it is due. LATE homework assignments are not accepted unless prearranged by the instructor. Therefore, you can receive a grade of 0. If you are absent on the day homework is due, you are responsible to turn in the homework the day you return to class. Take-home essays MUST be typed in 12-point font, double-spaced. No handwritten take-home essays will be accepted. You are also required to submit take-home essays via Safe Assign on eCampus. If you do not have a computer and/or printer at home and must use one of the school labs to type and/or print your essay, you must allow enough time outside of class to do this and turn your essay in on time. If you do not submit your essay through Safe Assign, you will receive a grade of 0 for the essay. If you turn in your writing homework late, you will automatically lose 50 points.

G. Classroom Atmosphere
In this course, you will be expected to participate in group activities as well as individualized projects and assignments. You should 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. You are required to speak only English in the classroom, regardless of a shared native language with a classmate.

H. Smoking, Eating, and Drinking
Smoking is allowed on campus only in special designated areas. These areas have signs that show you may smoke there, and they have ashtrays. Eating is not allowed in the classrooms. Water (in bottles) will be allowed only as long as there are no spills. Students are responsible for keeping the classroom neat and clean.

I. Cell phones, tablets and other electronic devices.
It is distracting and extremely impolite to disturb class by allowing your cell phone to ring. ALWAYS turn your phone OFF before class begins and place them in your backpack or bag. Do not set it to “vibrate”; this still makes enough noise to interfere with class. Cell phones are not allowed in class at any time. If you need to use your cell phone during a break, you must step out of the classroom and not linger in the hallway. Do not disturb other classrooms. 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 use is not being used for academic purposes or if cell phone use becomes disruptive to classroom instruction. If your electronic device becomes disruptive, the teacher may require you to put it away or surrender it until end of class. Students who disrupt classroom instruction are in violation of the Student code of conduct.
Note: If you have an emergency and need to have a cell phone on so that you can receive calls or notification from a friend or family member, tell your instructor BEFORE CLASS BEGINS and you will not be penalized if your phone goes off.

ALL ELECTRONIC DEVICES ARE PROHIBITED DURING IN-CLASS PRESENTATIONS, ESSAYS, AND ALL TESTS.

Electronic dictionaries and translators ARE NOT ALLOWED IN THE LEVEL 3 CLASSROOM at any time. Do not bring them to class. You may not use an internet-equipped cell phone for a dictionary, either. You are welcome to bring an English-English dictionary to class (see course materials list in part V).

III. Institutional policies of Richland College and the Dallas County Community College District:
You can find institutional policies (those that apply to ALL courses at Richland) on the Richland College website at the following link: https://alt.richlandcollege.edu/employees/syllabus-institutional-policy-statements/

A. Academic Responsibility and Integrity
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion (working with another student and both of you turning in the same work). Cheating is a serious offense at the American English and Culture Institute. If you are caught cheating in class, you will receive an “F” on the assignment. Cheating includes copying the work of others, using notes, and using books/information from other students during tests or exams. YOU MUST DO YOUR OWN WRITING. Copying the words and/or ideas of others as a reference or “lifting” material from Internet sources without citing their work is considered cheating. Turning in work that has been written by someone else is plagiarism. You will receive a grade of zero on any plagiarized material. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD catalog. http://www1.dcccd.edu/cat0506/ss/code.cfm

B. Withdrawal policy
If you are unable to complete this course, it is your responsibility to officially withdraw. The withdrawal request must be received in the Registrar’s Office by May 03, 2017. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop this course or withdraw from the college before the official drop/withdrawal deadline, you will receive a grade of “W” (Withdraw) in this course. Your instructors cannot help you with withdrawal procedures. You must speak to an advisor in the Multicultural Center. Withdrawing from this course could affect your F-1 visa status.

C. Final exams
The final exams will be given starting on Tuesday, May 9, 2017. Students cannot take final exams early unless they have an emergency situation. Travel plans are not an emergency situation. If students have pre-purchased travel tickets that require them to leave on or before Monday, May 15, 2017, then they must speak to their instructors IN THE FIRST WEEK OF CLASS about this.

D. Emergencies on campus
To help you know what to do during an emergency on campus, please watch the video on Keeping Safe in a Campus Emergency at http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv (also available on eCampus).

IV. Course Grading and Recommendations
In order to be promoted to level 4, the overall average of your final grades in the four skill areas in Level 3 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.

Grammar (25% of final grade)
- 10% Labs
- 40% In-class tests
- 15% Grammar on three essays
- 10% Homework
- 25% Final exam

Writing (25% of final grade)
- 10% Labs
- 10% Journals
- 30% In-class and take-home essays
- 25% Writing tests & homework
- 25% Final exam essay

Reading (25% of final grade)
- 10% lab
- 20% eCampus assignments
- 25% in class reading quizzes
- 20% homework & vocabulary assignments
- 25% final exam

Listening/Speaking (25% of final grade)
See separate syllabus
Letter and number grade scale for final grade calculation:
A = 90 - 100
B = 80 - 89
C = 75 - 79
D = 74 - 60 (Poor performance; repeat level of instruction)
F = 59 and below (Failing performance; repeat level of instruction)

**Remember** You will lose 10 points off your final total grade if you have 6 or more absences in this 8-week period.

Records of grades
Instructors maintain a list of grades on eCampus for each course. As a student, YOU are responsible for checking those grades and for being aware of what your grades are. Instructors are NOT responsible for reminding you to turn in homework, make up missed tests, for giving you make-up work if you do not do assigned homework, or for giving you warnings about low grades.

End of Course Meeting
On the last day of the semester, each student will be able to meet with the course instructors to receive final grades and future course placement information. The end date for this session is May 15, 2017. Students must not leave town before this date if they wish to receive their grades and placement information. NOTE: Final grades and placement information will only be given by instructors at the scheduled appointment time. Students who do not attend a conference with their instructors will have to receive their grade information through eConnect and their placement information from a Multicultural Center advisor.

V. Course Materials

Pearson Longman
ISBN-10: 0-13233-331-7

Inside Reading 3: The Academic Word List in Context by Bruce Rubin
Oxford

NOVEL:
One Crazy Summer by Rita Williams-Garcia
Amistad
ISBN: 978-0-06-076090-8

Longman Academic Writing Series 4, 5th edition by Alice Oshima and Ann Hogue
Pearson Education

Academic Word Power 2, by Celia Thompson (NOTE: This book is for the online lab classes with Gabe Edgar.)
Houghton Mifflin Company
ISBN: 978-0618397698

Writing Clearly: An Editing Guide by Janet Lane (NOTE: This book is for the online lab classes with Gabe Edgar. It is used in Levels 3 and 4.)
Heinle & Heinle
ISBN: 9780838409497

Optional: Longman Dictionary of American English (Any other English-only dictionary is also acceptable.)
Addison Wesley Longman
ISBN 0-201-58242-2

You will also need a good organizing system, preferably a 3-ring binder, in which to keep all your handouts, worksheets, in-class assignments, and homework, as well as plain white loose leaf paper for doing assignments. There will be a large amount of paper to keep track of in this level, and if you are not organized, you will not be able to find critical information when you need it.
<table>
<thead>
<tr>
<th>Week</th>
<th>Writing</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| 1    | Chapter 1: Paragraph Structure and The Writing Process  
• Classification Paragraph Structure  
• Paragraph structure review  
• Classification/Logical division of ideas  
• Unifying principles of classification  
• Writing test #1: The Writing Process | Chapter 5: Review of Verb Tenses  
Chapter 4: Future Perfect & Future Perfect Progressive  
• Chart 4-6  
Chapter 14: Gerunds & Infinitives, Part 1  
• Charts 14-1 – 14-3  
• Charts 14-9  
Grammar Test #1: Verb Tenses and Gerunds |
| 2    | Chapter 4: From Paragraph to Essay  
• Classification Essay  
• Introduction paragraph and thesis statements  
• Conclusion paragraph and summary statements  
• Journal #1 Due  
• Writing test #2: Essay structure and classification mode | Chapter 11: The Passive  
• Charts 11-1 – 11-3  
Grammar Test #2: The Passive |
| 3    | Chapter 7: Comparison/Contrast Essays  
• Classification Essay In Class Exam  
• Comparison/contrast mode sentence structure and outlining  
• Journal #2 Due | Chapter 16: Coordinating Conjunctions and Compound Sentences  
• FANBOYS, Paired Conjunctions, Conjunctive Adverbs (transitions)  
• Charts 16-1 – 16-4  
Grammar Test #3: Coordinating Conjunctions |
| 4    | • Comparison/contrast mode essay organization  
• Chapter 9: FANBOYS, Paired Conjunctions, Conjunctive Adverbs (transitions)  
• Peer editing comparison and contrast essay  
• Comparison/contrast essay exam assigned  
• Journal #3 Due | Chapter 17: Adverb Clauses and Complex Sentences  
• Charts 17-1 – 17-11  
Grammar Test #4: Complex Sentences |
| 5    | Chapter 6: Cause Effect Essays  
• Comparison/contrast essay is due  
• Peer editing comparison and contrast essay  
• Writing test #3: Essay structure and comparison and contrast mode  
• Journal #4 Due | Chapter 12: Noun Clauses, Quoted and Reported Speech  
• Charts 12-1 – 12-3  
• Charts 12-5 – 12-8  
Grammar Test #5: Noun and Quoted and Reported Speech |
| 6    | • Cause/effect essay mode essay organization  
• Sentence structure and transitions in cause/effect mode  
• Cause/effect essay in-class  
• Writing test #4: Essay structure and cause/effect mode  
• Journal #5 Due | Chapter 13: Adjective Clauses  
• Charts 13-1 – 13-6  
• Charts 13-8 & Chart 13-10  
Grammar Test #6: Adjective Clauses |
| 7    | • Summarizing & Synthesizing Information  
• Journal #6 Due  
• Final review | Review for Final Exam |
| 8    | Writing Final Exam  
STUDENT & INSTRUCTOR CONFERENCES | Grammar Final Exam  
STUDENT & INSTRUCTOR CONFERENCES |
# Reading

- Vocabulary strategies & Contexts Clues
- Topic/Stated Main Idea
- Inside Reading Unit 3: *Public Art Controversies pg. 35*
- Novel - *One Crazy Summer* Ch 1-6 “Cassius Clay Clouds” – “Collect Call”

- Supporting Details
- Modes of Organization & Transitions
- Inside Reading Unit 3: *One Person’s Vandalism Is Another One’s Art pg. 43*
- Novel - *One Crazy Summer* Ch. 7-12 “For the People” – “Crazy Mother Mountain”
- Reading Quiz
- Online Assignment

- Implied Main Idea
- Inference Skills
- Inside Reading Unit 6: *A Whale of a Wheel pg. 82*
- Novel - *One Crazy Summer* Ch. 13-18 “Everyone Knows the King of the Sea” – “Expert Colored Counting”
- Reading Quiz
- Online Assignment

- Paraphrasing (Same or Different)
- Summarizing
- Inside Reading Unit 6: *Summer Fun Under Scrutiny pg. 90*
- Novel - *One Crazy Summer* Ch. 19-24 “Civic Pride” – “San Francisco Treat”
- Reading Quiz
- Online Assignment

- Fact & Opinion
- Author’s Purpose
- Inside Reading Unit 10: *Getting There: The Science of Driving Directions pg. 147*
- Novel - *One Crazy Summer* Ch. 25-29 “Wish We Had a Camera” – “Glorious Hill”
- Reading Quiz
- Online Assignment

- Figurative Language
- Inside Reading Unit 10: *Navigation pg. 153*
- Novel - *One Crazy Summer* Ch. 30-33 “The Third Thing” – “Afua”
- Reading Quiz
- Online Assignment

- Novel Discussion
- Review for final

- **Final exam**
- **Conferences**
Objectives for Level 3 Writing (high intermediate)

Students exiting Level 3 should be able to:
- Write a 5 paragraph essay in classification, comparison/contrast or cause/effect structure in 3 hours
- Identify and produce different modes of paragraph organization
- Use transitions effectively
- Understand the uses of subordination and parallel structures in writing sentences
- Write an effective introduction, including a thesis statement
- Write an effective conclusion paragraph, including a concise summary statement
- Develop an idea with concrete examples
- Paraphrase and summarize academic passages

Objectives for Level 3 Reading (high intermediate)

Students exiting Level 3 should be able to:
- Identify the main idea (stated or implied) and supporting details of a reading passage
- Identify types of supporting details (such as statistical information, explanations, eyewitness accounts, expert testimony, and so on)
- Use context clues to determine the meaning of unfamiliar vocabulary
- Recognize the organizational modes of classification, process, description, comparison, contrast, and cause/effect, in a reading passage
- Draw sensible conclusions and generalizations about a reading passage based on its content
- Recognize a writer’s implications and make inferences about a reading passage
- Recognize and understand figurative language (metaphors, similes, and personification)
- Identify a writer’s purpose
- Distinguish between facts and opinions
- Paraphrase and summarize a reading passage
- Complete assignments and enhance learning through the use of eCampus

Objectives for Level 3 Grammar (high intermediate)

Students exiting Level 3 should be able to:
- Recognize the differences between phrases, dependent clauses, and independent clauses
- Identify and correctly use coordinating conjunctions and correlative (paired) conjunctions
- Identify and correctly use transition words and phrases of addition, example, contrast, cause/effect, and condition
- Distinguish between adverb, adjective, and noun clauses
- Recognize subordinating conjunctions of time, contrast, cause/effect, and condition and use them to construct correct adverb clauses
- Recognize relative pronouns and use them to construct correct adjective clauses
- Distinguish between and correctly use identifying and non-identifying (restrictive and non-restrictive/essential and non-essential) adjective clauses in sentences
- Recognize and construct correct noun clauses
- Recognize and correctly use passive voice in any tense and with modal verbs
The instructors reserve 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