# COURSE SYLLABUS

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<th>Course Title:</th>
<th>ESL: Writing &amp; Reading II</th>
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<td>Department:</td>
<td>Humanities</td>
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<td>Curriculum:</td>
<td>ESL</td>
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<td>Spring 2014 (AAC: 14-25)</td>
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## Course Code:
(eg. ACC 101) **ESL*123**

### Course Type: **L**
- **A**: Clinical
- **B**: Lab
- **D**: Distance Learning
- **I**: Individual/Independent
- **L**: Lecture
- **N**: M: Seminar Internship
- **P**: Practicum
- **U**: Studio
- **X**: Combined Lecture/Lab
- **Y**: Combined Lecture/
- **Z**: Combined Lecture/Studio

### Elective Type: **G**
- **AH**: Art History
- **E**: English
- **FA**: Fine Arts
- **FL**: Foreign Language
- **G**: General
- **H**: History
- **HU**: Humanities
- **LAS**: Liberal Arts & Sciences
- **M**: Math
- **S**: Science
- **SS**: Social Science

### Credit Hours: 3

### Developmental: **No**

### Lecture: 3

### Clinical: 0

### Lab: 0

### Studio: 0

### Other: 0

### TOTAL: 3

### Class Maximum: 21

### Semesters Offered: F/S/Su

## Prerequisites:
- C- or better in Elementary English (Level I) or placement test or permission of Department Chair.

## Corequisites:
- ESL: Grammar II (ESL*125) recommended but not required.

## Other Requirements:
- None

## Catalog Course Description:
This is the second level of writing and reading in the ESL program. The reading component emphasizes recognition and use of high frequency vocabulary words. Additionally, students learn to differentiate between main ideas and details in readings of a beginning level of difficulty. The writing component focuses on developing basic writing skills. This includes writing simple, compound and complex sentences as well as basic paragraph development. Correct spelling, punctuation and capitalization are also included in this writing component.

## Topical Outline:
- **I. Reading**
  - **A. Vocabulary acquisition**
    - 1. High frequency
  - **B. Reading Comprehension**
    - 1. Main ideas
    - 2. Finding details
    - 3. Distinction between main ideas and details
  - **C. Conversation practice on selected readings**

- **II. Writing**
### Outcomes:
Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

- A. Simple Sentences: basic subject-verb-object pattern
- B. Compound sentences: simple connectors
- C. Complex sentences: various subordinators
- D. Paragraphs: basic principles
- E. Mechanical elements: spelling, punctuation and capitalization

Upon successful completion of this course, the student will be able to do the following:

#### COURSE:
1. Understand main ideas, find details in readings of a beginning level of difficulty and distinguish between the two.
2. Acquire high frequency vocabulary found in the readings and recognize and produce the various forms of words (nouns, verbs, adjectives and adverbs).
3. Learn to write a variety of simple, compound and complex sentences and begin to develop simple paragraphs and compositions.
4. Consolidate the usage of beginning level grammar through their writing.

#### PROGRAM: (Numbering reflects Program Outcomes as they appear in the college catalog)

1. Read texts that are of a beginning level of difficulty with substantial understanding of main ideas
2. Differentiate main ideas from supporting details in the text.
3. Demonstrate a working knowledge (for reading and writing) of high frequency vocabulary and understand the basic functions/transformations of verbs, nouns, adjectives and adverbs.
4. Write simple, compound and complex sentences appropriate to assigned writing tasks.
5. Have a basic understand of the principles of paragraph organization
6. Be familiar with the ESL Collection and the functions of other specified areas of the Tunxis library.

#### GENERAL EDUCATION: (Numbering reflects General Education Outcomes as they appear in the college catalog)

#### Evaluation:
List how the above outcomes will be assessed.

Assessment will be based on the following criteria:
Reading skills will be evaluated through quizzes and tests. Writing skills will be evaluated through portfolios and tests.

#### Instructional Resources:
List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.

Language lab, tape recorders, VCR’s, overhead projectors and CD players

#### Textbook(s)
Refer to current academic year printout.