

# COURSE SYLLABUS

<b>Course Title:</b>	ESL: Writing & Reading III		<b>Date submitted:</b>	Spring 2014 (AAC: 14-25)
<b>Department:</b>	Humanities			
<b>Curriculum:</b>	ESL			
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	ESL*133	<b>Prerequisites:</b>	
	<b>Course Type:</b>	L	C- or better in ESL: Writing & Reading II (ESL*123) or appropriate placement test score	
	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/Clinical/Lab Z: Combined Lecture/Studio			
	<b>Elective Type:</b>	G		
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science			
	<b>Credit Hours:</b>	3	<b>Corequisites:</b>	
	<b>Developmental:</b> (yes/no)	No	ESL: Grammar III (ESL*125) recommended but not required	
	Lecture:	3		
	Clinical:	0		
	Lab:	0		
Studio:	0			
<b>Contact Hours:</b>	0			
	Other:	0		
	TOTAL:	3	<b>Other Requirements:</b>	
<b>Class Maximum:</b>	21	None		
<b>Semesters Offered:</b>	F/S/Su			
<b>Catalog Course Description:</b>	This is the intermediate level of writing and reading in the ESL program or the third level in the sequence. The reading section emphasizes skills and knowledge that will help students develop their reading comprehension, including their ability to infer vocabulary meaning through various clues. The writing section focuses on practicing a variety of complex sentences, producing well organized paragraphs, and developing compositions. It also reinforces the use of intermediate-level grammatical structures through the writing activities and continues to exercise correct spelling, punctuation and capitalization.			
<b>Topical Outline:</b> List course content in outline format.	1. Reading A. Vocabulary Expansion 1. High frequency 2. Meaning through context 3. Word forms B. Reading Comprehension 1. Main ideas/skimming 2. Implications/inferences 3. Details/scanning			

	<p>C. Using a monolingual dictionary                  D. Conversation practice as related to readings</p> <p>II. Writing</p> <p>A. Writing Sentences</p> <ol style="list-style-type: none"> <li>1. Simple sentences- position of parts of speech practice</li> <li>2. Compound sentences: various connectors</li> <li>3. Complex sentences: various connectors</li> </ol> <p>B. Paragraphs</p> <ol style="list-style-type: none"> <li>1. Main idea sentence</li> <li>2. Support</li> </ol> <p>C. Expanding paragraph into short compositions                  D. Editing practice                  E. Mechanical elements: capitalization, spelling, and punctuation</p>
<p><b>Outcomes:</b>                  Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <ol style="list-style-type: none"> <li>1. Learn to differentiate between main ideas, details and make inferences in readings of an intermediate level of difficulty (vocabulary and grammar-wise);</li> <li>2. Expand and use high frequency vocabulary;</li> <li>3. Begin to infer meaning through context;</li> <li>4. Begin to recognize lexical items in their different word forms and usage;</li> <li>5. Practice using a monolingual dictionary;</li> <li>6. Continue building sentence variety especially in using complex sentences;</li> <li>7. Begin to demonstrate development of ideas in paragraphs and/or compositions;</li> <li>8. Consolidate the usage of beginning/intermediate- level grammar through their writing;</li> </ol> <ol style="list-style-type: none"> <li>1. Read texts that are at the intermediate level of difficulty with a substantial understanding of main ideas and details;</li> <li>2. Demonstrate an increase their knowledge of high frequency vocabulary in reading and writing;</li> <li>3. Understand and practice the steps that lead to vocabulary acquisition;</li> <li>4. Write paragraphs and compositions that make a main point, develop support and show clear organization;</li> <li>5. Access ESL library materials, including the resources available in the on-line site of the of the Tunxis library.</li> </ol> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>11. <b>Written Communication (embedded)</b> - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p><b>Demonstrates:</b> Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.  <b>Does Not Demonstrate:</b> Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.</p>
<p><b>Evaluation:</b>                  List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <p>Reading will be evaluated through quizzes and exams.                  Writing will be evaluation through writing based portfolios and tests.</p>

<p><b>Instructional Resources:</b></p> <p>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.</p>	<p>Language Lab, tape recorders, VCR's overhead projectors, CD players</p>
<p><b>Textbook(s)</b></p>	<p>Refer to current academic year printout.</p>