

## CAMPUS COURSE SYLLABUS

<b>Campus:</b>	Owens
<b>Department:</b>	Language
<b>Course Number and Title:</b>	ESL 022 Beginning Reading/Vocabulary
<b>Instructor Name:</b> _____	<b>Telephone:</b> _____ <b>E-mail:</b> _____
<b>Course Hour and Credits:</b>	4 Credits 4 Hours
<b>Course Description:</b>	This beginning level reading course is designed for students to build their vocabulary, develop comprehension skills and expand their knowledge of basic grammatical structures. Topics from popular culture will be presented.
<b>Text:</b>	<u><i>Passwords I</i></u> , L. Butler, Pearson, 2003 <u><i>Verb Lists for Credit ESL Classes</i></u> , DTCC, 2002.
<b>Method of Instruction:</b>	Campus Classroom

### COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES

1. Demonstrate understanding of beginning/high beginning ESL reading by answering specific/general questions. (PGC1; CCC2)
2. Use a dictionary to obtain the meaning of unknown words in the readings in orders to comprehend the author's key message. (PGC 1, 2, 3; CCC2)
3. Use the context of a paragraph to determine the meaning of some vocabulary. (PGC 3; CCC2)
4. Summarize a reading. (PGC 1, 2; CCC1,2)

### MEASURABLE PERFORMANCE OBJECTIVES

1. Demonstrate understanding of beginning/high beginning ESL readings by answering specific/general questions.
  - 1.1 Preview organizational features in readings

- 1.2 Name characters, setting, time, and circumstance.
  - 1.3 Describe relationships.
  - 1.4 Explain sequence of events.
  - 1.5 Respond to simple yes/no and information questions.
  - 1.6 Practice pronunciation.
  - 1.7 Answer multiple choice and short answer questions about stories.
  - 1.8 Participate in dialogue and read-aloud activities.
2. Use a dictionary to obtain the meaning of unknown words in the readings in order to comprehend the author's key message.
    - 2.1 Demonstrate ability to use a bilingual and/or English-English dictionary; an electronic translator; or, on-line dictionaries to find word meanings.
    - 2.2 Choose meanings that fit the context.
3. Use the context of a paragraph to determine the meaning of some vocabulary.
    - 3.1 Build a word bank of new vocabulary from readings.
    - 3.2 Use inference strategies to guess at meaning and confirm with dictionary.
4. Summarize a reading
    - 4.1 Retell, orally or in writing, the main events of an article or story.
    - 4.2 Use target vocabulary correctly.
    - 4.3 Show understanding of simple present and past tense verb structures.
    - 4.4 Choose time words (*before, after, then, next, when, while*) and connectors (*but, because, so, since*) effectively.

### **EVALUATION CRITERIA**

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level to successfully complete the course.

#### **Students will complete the following:**

- 5 Unit Tests: 50%
- Two vocabulary tests: 10%
- One midterm comprehension test: 20%
- One final comprehension test: 20%

### **COLLEGE GRADING SCALE**

- 92 – 100    A
- 83 – 91     B
- 75 – 82     C
- Below 75    R

Students may receive an “S” grade for this class if they are making satisfactory progress to complete designated objectives of the course. Students receiving an “S” grade must retake and complete the course to receive credit.

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Responsibilities and Student Rights, and other policies relevant to their academic progress.