

## CAMPUS COURSE SYLLABUS

<b>Campus:</b>	Owens	
<b>Department:</b>	Language	
<b>Course:</b>	ESL 100- English for Degree Programs	
<b>Instructor Name:</b> _____	<b>Telephone:</b> _____	<b>E-mail:</b> _____
<b>Credits:</b>	8 credits	
<b>Pre-requisites:</b>	ESL 042, ESL044, ESL046	
<b>Course Description:</b>	Students develop the skills necessary for success in college courses, progressing from writing of paragraphs to essays, to a thesis research paper. Reading and listening exercises will help students develop the comprehension and notetaking skills required for college level lectures and texts.	
<b>Texts (required):</b>	<u><i>Newsweek Magazine.</i></u> <u><i>Essential Academic Vocabulary,</i></u> H. Huntley, Houghton Mifflin, 2006.	
<b>Materials (required):</b>	An English-English dictionary. See instructor for acceptable editions. 3.5" Computer Diskette	
<b>Method of Instruction:</b>	Campus Classroom	

## COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES

Students will be able to:

1. Identify the main ideas and supporting details in readings from periodicals and college texts.  
(CCC 2)
2. Understand and use academic vocabulary and expressions related to general fields of study.  
(CCC 1,2)
3. Survey a lesson or chapter in a text and formulate an outline or locate information in answer to specific content questions. (CCC 2)
4. Summarize reading passages and lectures. (CCC 1,2)
5. Respond orally and in writing to prompts related to readings and lectures. (CCC 1,2)

6. Show recognition of rhetorical patterns and the ability to use these patterns to write coherent paragraphs. (CCC English 1 ,2)
7. Compose an essay with the following components: Introduction, thesis statement, body paragraph, and conclusion. (CCC 1)
8. Access and retrieve information from print and on-line resources in the library. (CCC 2,5,6)
9. Utilize library resources in order to organize research to compose a fully documented 3-5-page thesis paper. (CCC 2,5,6)
10. Show ability to take coherent notes from a college level lecture by using those notes to answer factual and inferential comprehension questions. (CCC 1,2)

### **MEASURABLE PERFORMANCE OBJECTIVES**

1. Identify the main idea and supporting details in readings from periodicals and college texts.
  - 1.1 Prepare outlines of paragraphs, essays, and textbook chapters highlighting important details, terms and concepts.
  - 1.2 Use textbook table of contents, index, glossary, and bibliography to access and cross-reference information.
  - 1.3 Demonstrate skills in interpreting and inferring information from graphic material, including charts, tables, maps, and timelines.
  - 1.4 Analyze author's purpose, tone, method, and style.
  - 1.5 Evaluate similarities and differences in related articles.
  - 1.6 Recognize opinion and identify bias and faulty reasoning.
2. Understand and use academic vocabulary and expressions related to general fields of study.
  - 2.1 Through readings, develop word bank of common terms and idioms associated with particular fields of study.
  - 2.2 Complete vocabulary tests and cloze exercises that demonstrate understanding of usage.
  - 2.3 Be able to paraphrase ideas using synonyms and related meanings.
3. Survey a lesson or chapter in a text and formulate an outline or locate information in answer to specific content questions
  - 3.1 Prepare efficient notes and outlines from readings and be able to pass a content test using those notes.
  - 3.2 Write short paragraphs that include the topic, controlling idea, and important details of a passage or lecture.
  - 3.3 Restate main ideas without using the original phrasing.
  - 3.4 Participate in small group and class analyses of material
4. Respond orally and in writing to prompts related to readings and lectures.
  - 4.1 Monitor attention and listening skills.
  - 4.2 Practice pronunciation.
  - 4.3 Complete periodic self-evaluations based on peer and instructor input regarding communication skills.

- 4.4 Use correct structures to ask and answer questions.
5. Show recognition of rhetorical patterns and the ability to use these patterns to write coherent paragraphs.
  - 5.1 Analyze articles for writer's purpose and method.
  - 5.2 Write paragraphs using the following patterns to support purpose: narration, compare & contrast, cause & effect, opinion, process, definition.
6. Compose an essay with the following components: introduction, thesis statement, body paragraph, and conclusion.
  - 6.1 Engage the following steps to complete an essay assignment: brainstorming, information gathering, outlining, rough draft, revision, proofread, peer review, and final draft.
  - 6.2 Present a final draft, typed and formatted.
7. Access and retrieve information from print and on-line resources in the library.
  - 7.1 Describe the organizational structure of the college library.
  - 7.2 Use the on-line catalogue to find books and periodicals.
  - 7.3 Select appropriate resource material to complete assignments.
  - 7.4 Identify effective key words to search topics.
8. Utilize library resources in order to organize research to compose a fully documented thesis.
  - 8.1 Select a manageable topic within the confines of class material.
  - 8.2 Practice using APA style of documentation
  - 8.3 Practice creating a table format for information
  - 8.4 Incorporate appropriate rhetorical, grammatical, and idiomatic structures.
9. Show ability to take coherent notes from a college level lecture by using those notes to answer factual and inferential comprehension questions.
  - 9.1 Monitor listening and attention skills.
  - 9.2 Interact with lecturer to ensure comprehension
  - 9.3 Develop knowledge of American culture & idiom.

## EVALUATION CRITERIA:

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

## COURSE REQUIREMENTS

In order to receive a passing grade for this course, students must

- **complete all activities in Parts I and II, as described below**
- AND**
- **Accumulate 50 points (a minimum of 24 in Part I and a total of 26 in Part II)**

**Part I (a minimum of 24 points required: six points from each of the four areas tested.)**

	<b>Test 1</b>	<b>Test 2</b>	<b>Test 3</b>	<b>Test 4</b>
1. Vocabulary Test	C=2; B=3; A=4	C=2; B=3; A=4	C=2; B=3; A=4	C=2; B=3; A=4
2. Vocabulary Test 5 & 6	C=2; B=3; A=4	C=2; B=3; A=4		
2. Presentation			C=2; B=3; A=4	C=2; B=3; A=4
3. Content Reading Test	C=2; B=3; A=4	C=2; B=3; A=4	C=2; B=3; A=4	C=2; B=3; A=4
4. Essay Test	C=2; B=3; A=4	C=2; B=3; A=4	C=2; B=3; A=4	C=2; B=3; A=4

## **Part II (26 points required)**

Points are obtained when the assignment is submitted in complete and correct form. There are no A's, B's, or C's for these assignments. Assignments are due on specified due dates, and revisions/final drafts must be submitted according to the directions for each assignment.

Previewing Activities
Library Unit
Summaries
Outlines
Note-taking (lectures)
In-class writings
Group project/presentations
Essay/Reports
26

## **College Grading Scale**

92-100=A  
83-91=B  
75-82=C  
0-74=R (no credit)

## **Final Grades**

67-74 points = A  
59-66 points = B  
50-58 points = C

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.