

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

ENGLISH REVIEW FOR NON-NATIVE SPEAKERS
ENGL 1221 (formerly ENG 1221)

Class Hours: 5.0

Credit Hours: 5.0

Laboratory Hours: 0.0

**Date Revised: Spring
00**

Catalog Course Description:

Comprehensive review of English rhetorical structures. Extensive practice in reading, vocabulary, and writing. A student may be admitted to this course by passing a comprehensive ESL placement test, which includes reading, writing, vocabulary and grammar.

Entry Level Standards:

None

Prerequisites:

The student must achieve a score of 75 on the Michigan Test of English Proficiency and must complete an ESL writing sample which demonstrates the ability to perform on the college level as an ESL writer.

Textbook(s) and Other Reference Materials Basic to the Course:

the Internet and library material

I. Week/Unit/Topic Basis:

Week	Topic
1	Introduction
2	Reading and writing about narratives
3	Reading and writing about newspaper articles
4	Reading and writing about news magazine articles
5	Review and summary of narratives
6	Reading and writing about history
7	Reading and writing about social science
8	Reading and writing about science
9	Research paper on an academic subject (1)
10	Research paper on an academic subject (2)

- 11 Technical aspects of a home page
- 12 Contents of a home page
- 13 Putting a home page on line
- 14 Giving content to a home page
- 15 Adding content to a home page
- 16 Final Exam Period

II. Course Objectives*:

- A. Acquire skills to support their success in college-level curricula and to enable them to achieve their educational goals. II.1
- B. Show improvement in post-test results will show improvement when compared to their pre-test results. I.5, II.1
- C. Achieve similar or better success rate in college-level classes as students who did not enroll in the ESL reading program. I.5, II.1

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Draw upon interactions with other readers to construct meaning from text. *Communication Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategy*
2. Interview someone with information in which he/she has an interest. *Personal Development Outcome, Information Literacy Outcome, Active Learning Strategy*
3. Read a wide range of assigned texts and participate in class discussion. *Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy, Active Learning Strategy*
4. Write appropriate responses to reading such as summaries, notes, outlines, and graphics. *Communication Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategy*
5. Develop research skills using library sources and the internet to find information pertinent to essay topics. *Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
6. Develop oral presentation skills to present individual and group information from research. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
7. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Personal Development Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference Pellissippi State' s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the

classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Read and comprehend a wide range of texts as a means for personal development, to learn across the curriculum, and as a problem-solving response to demands of society and the workplace. A
2. Comprehend text at the literal, interpretive, evaluative, and creative level. A
3. Draw upon prior experience to construct meaning from text. A
4. Draw upon interactions with other readers to construct meaning from text. A
5. Build receptive and expressive vocabularies through reading. B
6. Use reading process elements appropriately for the text, audience, purpose. A
7. Recognize conventions of language usage appropriate to purpose and audience. B
8. Use technological and informational resources to gather, evaluate, and synthesize information. A
9. Listen, speak, read, and write to accomplish his/her purpose. A, C

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

Evaluation Procedures:

During the semester, students will be evaluated on a variety of lecture and lab assignments. Assignments, point values of assignments, and criteria for evaluating these assignments are explained in a separate document by the instructor. Assignments should be submitted on the dates indicated on the Schedule of Instruction or as announced by the instructor. Points are awarded based on quality, accuracy, neatness, and punctuality.

VI. Policies:

A. Attendance Policy:

Regular attendance is essential for successful completion of ENG 1221. Attendance will be monitored and recorded by the instructor. The general attendance policy of the College states that students must be present for at least 75 percent of scheduled class meetings in order to receive credit for the course; thus, students who miss 25 percent of class meetings will fail the course.

B. Academic Dishonesty:

Academic dishonesty includes the following:

--Plagiarism--presenting someone else's words or ideas as your own

--Collusion--allowing other people to write, revise, or alter

significantly the text of an assignment that is supposed to be your work alone

A student will receive a zero for the first incident of academic dishonesty and will fail the course if there is a second incident.

C. Other Policies:

Promptness is an important characteristic of successful students and employees. Late arrivals are disruptive to the instructor and the other students. As a result, students are expected to arrive for class before attendance is taken and remain until class is dismissed. Each tardy counts as 1/3 absence.