

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 2005

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 Course Materials:

Cohen, Robert F. and Judy L. Miller. *NorthStar Reading and Writing Advanced*. 2nd ed. White Plains, NY: Pearson, 2004.

I. Week/Unit/Topic Basis:

The *NorthStar* text consists of ten units, each based around a different theme. The scope of each unit includes critical thinking skills, reading tasks, writing tasks, vocabulary, and grammar.

Week	Topic
1-2	Addiction
3-4	Utopian Movements
5-6	Personality
7-8	Trends
9	Cross-cultural Insights
10	Religion
11	Business
12	The Military

- 13 The Arts
- 14 First Amendment Issues
- 15 Final Exam Period

II. Course Objectives*:

- A. Students will acquire skills to support their success in college-level curricula and to enable them to achieve their educational goals. I.1, 2, 3, 4, 5, 6, 7; II.1, 2, 3; VII.1, 2, 3, 4, 5, 6
- B. Students will show improvement in post-test results when compared to pre-test results. I.1, 2, 3, 4, 5, 6, 7; II.1, 2, 3; VII.1, 2, 3, 4, 5, 6
- C. Students will achieve similar or better success rate in college-level classes as students who did not enroll in the ESL reading program. I.1, 2, 3, 4, 5, 6, 7; II.1, 2, 3; VII.1, 2, 3, 4, 5, 6

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:

Students will:

1. Draw upon interactions with other readers to construct meaning from text. *Communication Outcome, Active Learning Strategy*
2. Interview someone with information in which the student has an interest. *Communication Outcome, Active Learning Strategy*
3. Read a wide range of assigned texts and participate in class discussion. *Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*
4. Write appropriate responses to readings, such as summaries, notes, outlines, and graphics. *Communication Outcome, Active Learning Strategy*
5. Develop research skills using library sources and the internet to find information pertinent to essay topics. *Communication Outcome, Technological 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. *Transitional Strategy, Active Learning Strategy*

*Strategies and outcomes listed after instructional processes reference TBR'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 levels. 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, and 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:

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 misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action.

Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work
- Taking an exam for another student
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor
- Any of the above occurring within the Web or distance-learning environment.

C. Accommodations for Disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751(Voice/TTY) or 539-715.

D. Tardiness:

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.