

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

**READING FOR SPEAKERS OF OTHER LANGUAGES
ESLR 0800**

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Fall 2012

Catalog Course Description:

A reading course designed for non-native speakers. This course includes critical thinking, note taking, construction of graphic organizers, techniques for increasing comprehension and vocabulary development. A wide range of readings and related discussion in this course are designed to help students apply reading strategies to English.

Entry Level Standards:

Enrollment into the college is based on a TOEFL Score of 131 or a passing score on the Michigan Test. The student's placement in ESLR is determined by the COMPASS score.

Prerequisites:

TOEFL score of 131

Co-requisites:

ESLR 0700

Textbook(s) and Other Course Materials:

Lowry, L. *The Giver*. New York. 1994
Folse, K., Farina, M. *College Vocabulary 3*. New York : Houghton Mifflin, 2004.
Sayers, K. *View and Values*. Thomson Wadsworth. 2005.

I. Week/Unit/Topic Basis:

Week	Topic
1	Introduction
2	Previewing
3	Process of Reading
4	Pre-reading
5	Main Ideas
6	Graphic Organizers
7	Supporting Details
8	Reading Fiction

9	Exposition
10	1Reading and Non-fiction
11	1Reading for Research
12	Evaluating Sources
13	Research Preparation
14	Presenting Research
15	Final Exam Period

II. Course Goals*:

The course will:

- A. Engage students in reading a wide range of print and non-print 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. I.1,7
- B. Foster the ability to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Students will draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). I. 1,7
- C. Expand the student's ability to adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. I.4,5
- D. Engage the student in applying knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss texts. I.1,5,6,7
- E. Build the skills to use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. I.6
- F. Foster the ability to use spoken, written, and visual language to accomplish their own purposes. I.4,5

*Roman numerals after course objectives reference goals of the TBR's General Education goals.

III. Expected Student Learning Outcomes*:

Students will be able to:

- 1. Set an appropriate purpose for reading. A
- 2. Preview text using textual features and other appropriate resources. B
- 3. Recognize inadequate background knowledge and know how to build it up. B
- 4. Make text connections: text-to-self, text-to-world, text-to-text. B
- 5. Create visual and other sensory images to enhance comprehension. B

6. Summarize text. B
7. Identify important ideas and themes in a text. B, D
8. Identify literary elements in short fiction: setting, plot, character development and theme. A, D
9. Annotate to aid comprehension and recall. A, D
10. Express opinions about what they read. D
11. Demonstrate fluency in reading excerpts from short stories and narrative non-fiction. F
12. Use context to understand literal and figurative language. B
13. Identify unfamiliar words and use effective and efficient strategies for learning new words. B
14. Apply cognitive reading strategies independently. B
15. Identify, analyze, and discuss literary elements in longer fiction: setting, plot, character development, and theme. D
16. Demonstrate analyze, synthesize, and evaluate text by completing a novel project. C, E
17. Take notes to aid recall and comprehension of literary elements. A, D
18. Identify cultural context of self-selected text. A
19. Analyze impact of cultural context on author's message. A, D
20. Identify and infer main ideas or purpose in essays, plays and/or poems. B, D
21. Locate and summarize important ideas and details in essays, plays and/or poems. B
22. Identify organizational relationships: sequence, cause-effect, comparison and contrast in essays, plays and/or poems. A, B
23. Draw generalizations and conclusions, distinguish fact from opinion, evaluate assertion and evidence in essays, plays, and/or poems. B
24. Employ a study method that includes steps such as previewing, marking or annotation, questioning, and reviewing text. A, B, D
25. Use a textbook's features such as table of content, preface, introduction, titles, subtitles, index, glossary, appendix, and bibliography to acquire information efficiently. A, B, D
26. Use information from visual aids such as maps, charts, graphs, time lines, tables, and diagrams in understanding text. A, B, D
27. Create effective study guides (maps, outlines, summaries, time lines, graphic organizers, etc.) that incorporate understanding of texts' main ideas, supporting details, and organizational patterns. A, B, D, E

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Evaluation Procedures:

Students must earn 80% of the possible points and have at least 75% attendance in order to earn a passing grade in the course: A, B, or C.

All assignments should be submitted on the dates announced by the instructor. Points are awarded based on quality, accuracy, neatness, and punctuality. Late assignments will be penalized.

No extra credit assignments will be issued in this course.

B. Laboratory Expectations:

Students will work in the Learning Support Center for 2 hours each week outside of regular class time.

C. Field Work:

None

D. Other Evaluation Methods:

None

E. Grading Scale:

A = 94 - 100

B = 87 - 93

C = 80 - 86

F = below 80

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

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:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his 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, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.

D. Other Policies:

Cell Phones:

Cellular telephones and other devices with photographic imaging capabilities must be turned off and cannot be visible during any Pellissippi State instructional or testing activity. Students who violate this policy during an instructional activity will be asked to leave the classroom or other instructional area; a violation of the policy during a test or other evaluation activity will be considered cheating and the student will be given a zero for that activity or an F for the module.

Withdrawal:

Students placed and enrolled in an ESL course are not permitted to withdraw except for serious documented circumstances. Students wishing to withdraw should discuss this matter first with their mathematics instructor and then must confer with a counselor. The counselor will notify the student of the decision to allow him or her to withdraw.