

**PELLISSIPPI STATE COMMUNITY COLLEGE  
MASTER SYLLABUS**

**READING I  
ESOL 0921**

**Class Hours: 5.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Revised: Fall 2015**

**Catalog Course Description:**

A reading course designed for non-native speakers. This course focuses on vocabulary building strategies, reading for information, and basic reading strategies. It prepares students to read material at an intermediate level of English.

**Entry Level Standards:**

None

**Prerequisites:**

None

**Corequisites:**

ESOL 0931 and ESOL 0941

**Textbook(s) and Other Course Materials:**

*College Vocabulary 2 - English for Academic Success.* Authors: Patricia Byrd, Joy M. Reid, Cynthia Schuemann, Chaudron Gille. 1st Edition © 2006.

*College Reading 2 - English for Academic Success.* Authors: Patricia Byrd, Joy M. Reid, Cynthia Schuemann, Linda Robinson Fellag. 1st Edition © 2006.

**I. Week/Unit/Topic Basis:**

This is a suggested plan of assignments for the semester.

<b>Week</b>	<b>Topic</b>
1	Introduction to course, syllabus, and online content
2	Vocabulary review
3	Introduction to reading for main idea in authentic reading selections
4	Vocabulary notebook, reading for main idea
5	Chronology of ideas in authentic reading selections
6	Vocabulary building, reading comprehension for simple facts
7	Vocabulary building, answering simple questions
8	Reading the newspaper (online)

- |    |  |
|----|--|
| 9  | English only dictionary usage; chronology in reading |
| 10 | Drawing conclusions; vocabulary development          |
| 11 | Developing a personal reading strategy               |
| 12 | Reading comprehension: finding facts                 |
| 13 | Inference and implied meaning; vocabulary in context |
| 14 | Inference and implied meaning; vocabulary in context |
| 15 | Final Exam Period                                    |

## **II. Course Goals\*:**

### **The course will**

- A. Provide a review of the most frequently used words in simple written English, and introduce students to frequently used academic vocabulary. I.
- B. Expose students to brief prose written in simple sentences with high-frequency structures such as simple present, simple past, and simple future tenses. I.
- C. Offer opportunities to read authentic writings from which students can select main ideas, factual content, and idiomatic and colloquial expressions. I.
- D. Instruct students in discerning the structure of texts of several simple paragraphs. I.
- E. Provide initial instruction in inference and implied meaning. I.
- F. Introduce students to the idea of reading strategies such as context clues, prereading, and reading with a purpose. I.

\*Roman numerals after course objectives reference general education goals.

## **III. Expected Student Learning Outcomes\*:**

Students will be able to:

- 1. Recognize and define the 1000 most common words in English. (A)
- 2. Explain their established vocabulary building plan. (A)
- 3. Use an English dictionary rather than translating words from their native language. (A, F)
- 4. Comprehend main ideas from simple texts of several paragraphs. (B,C,D,F)
- 5. Understand the reading process and begin to develop a personal reading strategy. (B,C,D,F)
- 6. Determine main idea and some facts from a simple reading selection. (B,C,F)
- 7. Understand the meaning of some new words from the context. (A,D,E,F)
- 8. Identify general ideas from simple authentic readings. (C,D,F)
- 9. Demonstrate an understanding of the short, straightforward description of a person, place or

thing. (B,E,F)

10. Demonstrate an understanding of surface meanings and begin to see inferences and implied meaning. (C,D,E)
11. Find main ideas and information from readings featuring description and narration. (C,D,F)
12. Comprehend simple authentic material after several readings. (C,F)
13. Read and comprehend most of a local newspaper with a dictionary. (A,D,F)
14. Answer factual questions on uncomplicated authentic materials. (B,C)
15. Draw basic conclusions from reading. (D,E,F)
16. Organize the chronology of a reading selection. (D,F)

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

#### **IV. Evaluation:**

##### A. Testing Procedures:

Reading Comprehension Tests	50% of grade
Vocabulary Tests	25% of grade
Daily Work	25% of grade

##### B. Laboratory Expectations:

n/a

##### C. Field Work:

n/a

##### D. Other Evaluation Methods:

n/a

##### 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 Academic Affairs, 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.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

#### C. Accommodations for disabilities:

Students that 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 Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to [disabilityservices@pstcc.edu](mailto:disabilityservices@pstcc.edu), or by visiting Alexander 130. More information is available at <http://www.pstcc.edu/sswd/>.

#### D. Other Policies:

ESOL Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a student in the Transitional Studies Department, you must be present for at least 80 percent of our classes in order to receive credit for the course.

In our class, **if you miss more than 8 classes you fail the course automatically**. Remember that no matter why you are absent, you will still receive an absence in the class. No excuses will be accepted. Please see your instructor if you have a serious issue that needs to be discussed. If you are absent, YOU are responsible for finding out what is covered in class.

Withdrawal:

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

Tardies:

Students in all classes will be permitted three unpenalized tardies. However, beginning with the

fourth tardy, five points will be deducted from the final grade for each time the student is late to class. Students who leave class early will also be counted tardy.