CENTRAL TEXAS COLLEGE
SYLLABUS FOR DSLA 0320
READING AND VOCABULARY II (ESL)

Semester Hours Credit: 3
(Not Transferable)

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

A. The purpose of this course is to improve basic reading and vocabulary skills, which will prepare you for reading in other academic courses.

B. This English-as-a-Second-Language (ESL) course is required for international students with a TOEFL score of 430 (paper-based) 68 (Internet-based) or above. This course is recommended for all non-native English speakers who want to improve their English reading skills.

C. N/A

D. Prerequisite(s): DSLA 0310, Reading/Vocabulary I, or you MUST have a CELT Vocabulary Score over 40 to enter this course.

II. LEARNING OUTCOMES

Upon successful completion of this course, Reading and Vocabulary II (ESL), you will demonstrate improved comprehension of phrases, sentences, and longer readings; demonstrate flexibility in rate and technique through various readings, utilize techniques for vocabulary development such as prefixes, suffixes, roots, context clues, and dictionary skills; recognize through directed reading a variety of prose styles; create a basic topic outline; utilize electronic and other media such as the computer to reinforce and supplement the learning process; and generally improve upon individual vocabulary levels.

III. INSTRUCTIONAL MATERIALS FOR STUDENTS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. Reading Assignments:

Your instructor will assign pages in the required text as needed. Announced and unannounced quizzes will be given on any materials assigned. Teachers expect students to do all assigned homework. Sometimes it will be handed in for a grade; sometimes the teacher will simply go over it in class.

B. Lab:

You must complete a minimum of **16 lab hours**, either in the computer lab using *MyLabsPlus* software or through special class sessions, which meet outside of regularly scheduled class times and are assigned by your teacher. You must complete your lab hours according to the schedule provided by your instructor. Here are your lab deadlines:

Saturday, <u>October 3, 2015</u> - 8 hours completed (halfway)

***Saturday, <u>November 14, 2015</u> - 16 hours completed (final deadline)**

Each hour and each portion of an hour not completed by the prescribed deadline will be counted as one absence. Any deficiency in time must be made up by the next prescribed deadline so as not to count as additional absences. <u>Even though a student has received absences for lab hour deficiencies during the semester, he or she must still complete the entire 16 hours lab requirement in order to complete the course.</u>

*****All 16 hours must be completed by this date. If a student fails to complete all 16 hours by this deadline, he or she will not be allowed to take the final exam, and will <u>not</u> receive a passing grade in this course.

C. Class Performance:

1. Assignments

   Hand in all assignments on time. Your teacher may reduce late assignments by one (1) letter grade for each late day.

2. Examinations

   a. Be present for all examinations. All missed exams must be cleared **<u>BEFORE</u>** the exam. If you have an emergency, you must have a doctor's note or a note that it has been cleared through the Director of International Student Services or site personnel in an equivalent position. Otherwise, you will receive a zero.

   b. If you are late for a major exam, announced quiz, or a major presentation , you will lose 10 pts. from that grade. If you are more than 45 minutes late for a test, quiz or presentation, a make-up time will be scheduled for you.

   c. All make-up exams will be given on one day that will be determined by the department.

d. Cheating or any form of dishonesty will result in a zero on the exam and possible dismissal from school. Any incidents of cheating will go on your permanent school record. **All electronic devices such as cell phones and iPADs must be turned off and put away out of sight while student is taking a test or in any lab.**

e. While in class, try not to speak in your native language. Speak in English as much as possible.

D. Class Participation:

1. Attendance: Unlike some other schools, CTC requires that you attend class. The CTC Catalog states that you may be administratively withdrawn from any class when your absences exceed a total of 4 class/ meetings in the spring and fall semesters and 3 class/meetings in the summer.

   Students entering the classroom after class begins, leaving during class, or leaving before the class ends, disrupt the educational process. For this reason, instructors may choose to lower the student's grade for being tardy and/or leaving early an excessive number of times.

2. Length of Class: Class begins on **August 24, 2015**. It ends on **December 7, 2015**. If you arrive late or leave class early, it will count against you as an absence unless it's an emergency which has been verified with the Director of International Student Services on Central Campus or some designated authority at another site. It is your responsibility to know the dates of class and to attend.

V. EXAMINATIONS

A. There will be two major exams given: a midterm and a final.

B. There will be a minimum of 5 quizzes.

C. The final exam will be comprehensive.

D. The final exam will be given on **December 7, 2015**. You are required to be here at that time. You may not take your exam early unless 1) you are being deployed or 2) you are moving and not coming back to the area. This is a departmental policy. Emergencies may be cleared with your instructor who will make arrangements for you to take your exams on another date.

VI. SEMESTER GRADE COMPUTATIONS

Quizzes	15%
Mid-Term Exam	30%
Final Exam	40%
Completion of 2 assignments: - a. Celt Vocabulary	10%
- b. Instructor choice	
Completion of Lab and any required lab assignments	5%
Total	100%

You must have a grade of 70% or above to pass this course.

The following grades will be assigned:

90-100	A	Superior
80-89	B	Above Average
70-79	C	Average
below 70	N	Needs to raise performance to acceptable level
	X or X (N)	Unacceptable performance due to poor attendance
	W	Withdrawal from course (by student)

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Course Withdrawal: It is the student's responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who must or desires to officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is

10-week session	Friday of the 7th week
8-week session	Friday of the 6th week
6-week session	Friday of the 4th week
5-week session	Friday of the 3rd week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of "W" provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College

before they may be considered for withdrawal.
A student may not withdraw from a class for which the instructor has previously issued the student a grade of "N" or "XN" for nonattendance.

If you have been placed in a DSLA course due to THEA, TOEFL, or other college placement tests and you are taking other college-level courses, you will not be allowed to withdraw from the developmental course. Also, even though you may pass the placement chart during the semester, you must remain in the developmental course for the remaining semester. If you withdraw under these conditions, the college may totally withdraw you from your program.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. Incomplete Grade: The College catalog states an incomplete grade may be given in those cases where the student has completed the majority of the coursework but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course. Prior approval from the instructor is required before the grade of "XN" for Incomplete is recorded.

D. Cellular Phones, Beepers, and Children: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory. Children are not allowed to sit in class or in labs due to the liability issue.

E. American's With Disabilities Act (ADA): The Disability Support Services Program provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to behave in the classroom with politeness, courtesy, and respect toward the instructor and other students in the room. Failure to act with civility may result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. Unit One: *Reading Across the Disciplines*, Sixth Edition, Chapters 1-2

1. Learning Outcomes:

- Given 3 sentences containing an unknown underlined word, define the word using context clues. (Analysis)
- Given a list of prefixes, roots and suffixes, apply definitions to create 10 words with 70% accuracy. (C5-7, F1, F10-12) (Application)
- Given 10 vocabulary words, select the correct vocabulary word to fit the context of 10 sentences. (Application and Synthesis)
- Given 10 vocabulary words, use in original sentences to reflect understanding of the definition with 70% accuracy. (Application and Synthesis)
- Given 3 paragraphs, answer conclusion questions with 70% accuracy. (Evaluation)
- Given 3 paragraphs, answer inference questions with 70% accuracy. (Evaluation)

2. Learning Activities

   a. Preview readings from a list on this syllabus (C5-7, F1, F10-12)
   b. Study list of prefixes, suffixes, and roots and apply to stories. (C5-7, F1, F10-12)
   c. Integrate the vocabulary handout into your study, and apply the vocabulary words to the assigned readings.

   3. Equipment and Materials
      a. Overhead projector
      b. Instructor prepared PPTs
      c. Instructor prepared handouts
      d. MyLabsPlus

   4. Audio-Visual Aids
      a. MyLabsPlus.com

   5. Lesson Outline
      a. Chapter 1: Active Reading and Thinking Strategies
         (1) Active Reading: The Key to Academic Success
         (2) Previewing
         (3) Activating Background Knowledge
         (4) Checking your Comprehension
         (5) Strengthening your Comprehension
      b. Chapter 2: Vocabulary Building
         (1) Using Context Clues
         (2) Learning, Prefixes, Roots, and Suffixes

B. Unit Two: *Reading Across the Disciplines*, Chapters 3-8

1. Learning Outcomes:

- Given 3 paragraphs, state the topic and main idea of two of them. (C5-7, F1, F10-12) (Comprehension)
- Given 3 paragraphs, identify and connect supporting details to main ideas in two

of the three. (C5-7, F1, F10-12) (Application)

- Given 3 paragraphs, identify each paragraph as one of the 13 organizational patterns designated in the text. (C5-7, F1, F10-12) (Analysis)
- Given 3 paragraphs, answer comprehension questions with 70% accuracy to include drawing conclusions, citing details, making inferences. (Evaluation)
- Given 5 questions on general reading skills as covered in Units 1-5 of the text, students will answer questions with 70% accuracy. (Synthesis and Analysis)

2. Learning Activities

   a. Practice finding stated and implied main ideas. (Thesis) (C5-7, F1, F10-12)
   b. Practice finding supporting details and transitions.
   c. Use transitions to identify common organizational patterns. (C5-7, F1, F10-12)
   d. Recognize mixed patterns of organization. (C5-7, F1, F8-12)
   e. Use knowledge of organizational patterns to practice reading passages and answering questions testing main idea, details, and conclusions.
   f. Return to previous readings and complete exercises on organizational patterns for practice.

   g. Read the following and complete the exercises that follow each story:
      a. *Childfree by Choice*
      b. *Talking to Koko the Gorilla*
      c. *The Road Not Taken*
      d. *When Theodore Roosevelt Saved Football*
      e. *The Super Bowl: The Mother of All Advertising Events – But is It Worth It?*
      f. *DNA Fingerprinting: Cracking our Genetic Barcode,*
      g. *Species Extinction: One Found, Many Lost*
      h. *Additional Renewable-Energy Options*
      i. *Trial Lawyers Cater to Jurors' Demands for Visual Evidence*

3. Equipment and Materials
   a. Overhead projector
   b. Instructor prepared PPTs
   c. Instructor prepared handouts
   d. Computer lab (C19)

4. Audio-Visual Aids
   Cited in Section 3 above

5. Lesson Outline
   a. Chapter 3

(1) Identifying the Thesis
(2) Finding Main Ideas
(3) Finding the Implied Main Idea
(4) Recognizing Supporting Details
(5) Recognizing Transitions

b. Chapter 4
(1) Definition
(2) Classification
(3) Order or Sequence
(4) Cause and Effect
(5) Comparison and Contrast
(6) Listing/Enumeration
(7) Mixed Patterns
(8) Other Patterns of Organization

c. Chapter 5
(1) Outlining to Organize Ideas (pp. 167-169)

d. Chapter 6
(1) Make inferences from facts
(2) Make inferences from written material
(3) Make accurate inferences

e. Chapter 7
(1) Is the material fact or opinion?
(2) Author's purpose
(3) Tone
(4) Figurative language

f. Chapter 8
(1) Analyzing photographs to extract information
(2) Analyze tables, graphs, charts, and diagrams
(3) Analyze maps and time lines
(4) Analyze infographics

C. Supplemental Activities.

The following selections may be used to provide enrichment through short stories and poems.

- **Two Thanksgiving Day Gentlemen** – O. Henry (short story)
- **The Fun They Had** – Isaac Asimov (short story)
- **The Road Not Taken** – Robert Frost (poem)
- **Peanut Butter Sandwich** – Shell Silverstein (poem)
- **Mother to Son** – Langston Hughes (poem)