

**CENTRAL TEXAS COLLEGE
SYLLABUS FOR DSLA 0330
READING AND VOCABULARY III (ESL)**

**Semester Hours Credit: 3
(Not Transferable credit)**

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. The purpose of this course is to further develop reading and vocabulary skills in English, which will prepare you for reading in other academic courses and assist you in taking essential placement tests like the ASSET, TOEFL, and SAT.
- B. This English-as-a-Second-Language (ESL) course is required for international students with a TOEFL score below 520 (paper-based) or 68 (Internet-based). This course is recommended for all non-native English speakers in Intensive English for vocabulary development and reading comprehension skills.
- C. N/A
- D. Prerequisite(s): Traditional courses: DSLA 0320, Reading/Vocabulary II, or a CELT Vocabulary Score of over 80.

II. LEARNING OUTCOMES

Upon successful completion of this course, Reading and Vocabulary III (DSLA 0330), you will demonstrate comprehension skills at advanced reading levels by recognizing author's purpose; differentiating between facts and opinions; making judgments about how reliable an author's facts and opinions might be; drawing conclusions and inferences from reading passages; identifying common literary devices used in fiction to include tone, irony, and figurative language; making connections between longer readings; utilizing techniques for vocabulary development such as affixes, context clues, and dictionary skills; acquiring advanced vocabulary; utilizing electronic and other media, such as the computer, to reinforce and supplement the learning process.

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 (McWhorter, 5th ed.) as needed. Quizzes will be given on any materials assigned. Teachers expect students to complete all assignments for grades which will be averaged according to the course grading system.

B. Lab:

You must complete a minimum of **16 lab hours** using *MyLabsPlus* software, either in the computer lab 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, February 28, 2015 - 8 hours completed (halfway)

***Saturday, April 18, 2015 - 16 hours completed (final deadline)**

*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.

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 **BEFORE** 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 (0).

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 the test, you will not be allowed to take the exam unless you have a written documentation verifying the reason for your absence. Then a make-up exam 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.**

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

D. Class Participation:

1. Attendance:

Traditional classes only:

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 **January 21, 2015**. It ends on **May 11, 2015**

V. **EXAMINATIONS**

- A. There will be two major exams given: a midterm and a comprehensive final.
- B. There will be a minimum of 4 quizzes.
- C. The final exam will be given on **May 11, 2015**. You are required to take it at that time. You may not take your exam early unless (1) you are being deployed or (2) you are moving away and not returning 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 late.

VI. **SEMESTER GRADE COMPUTATIONS**

Vocabulary Quizzes	15%
Mid-Term Exam (Exam 1)	20%
Final Exam (Exam 2)	30%
Completion of lab assignments on time	10%
Altered book project/Thematic Portfolio (Collaborative Project)	15%
Completion of 2 optional activities	10%
-CELT Vocabulary	
-Outlining Activity	
Total	<hr/> 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 student must sign the withdrawal form.

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 7 th week
8-week session	Friday of the 6 th week
6-week session	Friday of the 4 th week
5-week session	Friday of the 3 rd 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 THEA 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 that an incomplete grade may be given in those cases where the student has completed the majority of the coursework, but due to 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 can not sit in class 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 can result in disciplinary action up to and including expulsion from CTC.

VIII. COURSE OUTLINE

- A. Unit One: Brief Review of Reading Skills from Reading/Vocabulary II: Main Idea, Supporting Details, Transitions, Organizational Patterns, Inferences Review Chapter 4, 6
 - 1. Story: *The New Flirting Game* (pp. 249)
 - 2. Story: *The CSI Effect* (p. 575)
 - 3. Outside reading: *No Speak English*
 - 4. Vocabulary list.

B. Unit Two: Chapter 7

1. Learning Outcomes:

- Given 3 paragraphs, state the topic and main idea of two of them. (C5-7, F10-12) (Comprehension)
- Given 5 vocabulary words, select the correct definition and use 3 in original sentences with 70% accuracy. (Application and Synthesis)
- Given 3 paragraphs, answer comprehension questions with 70% accuracy to include drawing conclusions, citing details, predicting, and making inferences, fact/opinion, author's purpose, tone. (Evaluation)
- Given 3 open-ended questions pertaining to text readings and class discussions, answer questions with 70% accuracy to demonstrate comprehension of major points (content) and their implications. (Synthesis and Analysis)
- Given 5 sentences and a list of vocabulary, place correct words within sentences using context clues and knowledge of definitions. (Application)

2. Learning Activities

- a. Determine the author's purpose in reading selections. (C5-7, F1, F8-12)
- b. Determine tone and its impact on author's purpose. (F1-2, F8-12)
- c. Identify main idea and organization patterns in paragraphs. (C5-7, F1, F8-12)
- d. Discriminate between connotative and denotative language. (C5-7, F1, F8-12)
- e. Identify figurative language. (C1, F16)
- f. Distinguish facts from opinions, identify bias, and judge reliability from evidence. (C5-7, F1, C13-14, F8-12)

3. Equipment and Materials

- a. Overhead projector
- b. Instructor prepared transparencies
- c. Instructor prepared handouts
- d. Computer lab (C19)

4. Audio-Visual Aids

MyLabsPlus

5. Lesson Outline

- a. Chapter 7 Critical Reading
 - (1) Introduce new vocabulary for chapter
 - (2) Is the Material Fact or Opinion?
 - (a) Now Practice Fact and Opinion 1 (pp. 170-172)

- (b) Now Practice Fact and Opinion 2 (pp. 172-174)
 - (c) Story: *McDonald's Makes a Lot of People Angry for a Lot of Different Reasons* (pp. 393)
 - (d) Articles the student finds from newspapers, magazines, Internet
- (3) What is the Author's Purpose?
- (a) Now Practice Author's Purpose 1 (pp. 174)
 - (b) Now Practice Author's Purpose 2 (pp. 175-176)
 - (c) Story: *Relationships & Technology* (p. 294)
 - (d) Story: *Camping for Their Lives* (pp. 356)
- (4) What is the Tone?
- (a) Now Practice Tone 1 (pp. 177-178)
 - (b) Now Practice Tone 2 (pp. 178-180)
 - (c) Story: *Hockey Sweater* (pp. 321)
 - (d) Story: *Teen Slang* (pp. 270)
 - (e) Outside reading: newspaper, magazine, Internet article of student's choice showing different tone
- (5) Advanced reading skills and concepts
- (a) Inference (pp. 159-164)
 - (b) Irony
 - (c) Story: *Hills Like White Elephants* demonstrating inference.
 - (d) Story: *The Story of An Hour* demonstrating irony.
- (6) Is the Author Biased?
- (a) Now Practice Author Bias 1 (pp. 181-182)
 - (b) Story: *When Living is a Fate Worse Than Death* (pp. 461)
 - (c) Story: *A Step Beyond Human* (p. 470)
- (7) How Strong Are the Data and the Evidence?
- (d) Now Practice Data and Evidence 1 (pp. 182-183)
 - (e) Story: *"E Waste" Is Growing* (p. 415)
 - (f) Story: *Hot Jobs for 2018* (p. 626)
- (8) How Is Connotative Language Used?
How is Figurative Language Used?
- (a) Now Practice Connotative Language 1-2 (pp. 183-185)
 - (b) Now Practice Figurative Language 1-2 (pp. 185-188)
 - (c) Story: *The Somebody*
 - (d) Short story: *The Chaser*

- (9) Advanced reading skills and concepts
- (a) Outside reading: The Lottery
 - (b) Outside reading: The Necklace
 - (c) Outside reading: Thank you, ma'am

C. Unit 3: Chapter 8

1. Learning Outcomes:

- Given 3 paragraphs, state the topic and main idea of two of them. (C5-7, F10-12) (Comprehension)
- Given 5 vocabulary words, select the correct definition and use 3 in original sentences with 70% accuracy. (Application and Synthesis)
- Given 3 paragraphs, answer comprehension questions with 70% accuracy to include drawing conclusions, citing details, predicting, making inferences, fact/opinion, author's purpose, tone. (Evaluation)
- Given 3 open-ended questions pertaining to text readings and class discussions, answer questions with 70% accuracy to demonstrate comprehension of major points and their implications. (Synthesis, Analysis, and Evaluation)
- Given 5 sentences and a list of vocabulary, place correct words within sentences using context clues and knowledge of definition. (Application)
- Given 1 reading passage, outline the main ideas with 70% accuracy. (Evaluation)
- Given 1 reading passage, the student will take notes and answer comprehension questions with 70% accuracy.
- Given 5 test items, identify figurative language such as similes and metaphors, connotation, irony and tone with 70% accuracy. (Comprehension)

2. Learning Activities

- a. Practice highlighting, annotating, and outlining. (C5-7, F1, F7-12)
- b. Practice paraphrasing and summarizing. (C5-7, F1, F7-12)
- c. Infer from actions, connotations, neutral language, and tone. (C5-7, F1, F7-12)
- d. Adjust reading rate. (C5-7, F1, F7-12)
- e. Explore and evaluate websites. (C5-7, F1, F7-12)
- f. Practice specialized types of thinking in reading within specific disciplines. (C5-7, F1, F7-12)

3. Equipment and Materials

- a. Overhead projector

- b. Instructor prepared transparencies
 - c. Instructor prepared handouts
 - d. Computer lab (C19)
4. Audio-Visual Aids
MyLabsPlus
5. Lesson Outline
- a. Chapter 8. Organizing Ideas
 - (1) Introduce new vocabulary for chapter
 - (2) Highlighting, Paraphrasing, Summarizing
 - (a) Highlighting (pp. 190-193)
 - (b) Practice Paraphrasing 1 (pp. 199-203)
 - (c) Practice Summarizing 1 (pp. 213-215)
 - (3) Outlining, Mapping, and Note taking (pp. 203-213)
 - b. Chapter 10. Reading & Evaluating Electronic Sources
 - (1) Developing New Ways of Thinking and Reading
 - (2) Evaluating Web Sites
 - (a) Now Practice Evaluating Content (pp. 224-225)
 - (b) Now Practice Evaluating Accuracy (pp. 226-227)
 - (c) Now Practice Evaluating Authority (pp. 227-228)
 - (d) Now Practice Evaluating Timeliness (pp. 228-229)
 - (e) Now Practice Evaluating Objectivity (pp.229-230)
 - (f) Now Practice Evaluating Usability (pp. 230-231)
 - (g) Evaluating Websites (pp. 231)

D. Optional Activities

These optional activities are designed to introduce students to a variety of genres and provide more opportunities for discussion.

- The Necklace – G. de Maupassant
- Thank You Ma’am – L. Hughes
- The Chaser – J. Collier
- The Lottery – S. Jackson
- The Somebody – D. Santiago
- The Story of An Hour – K. Chopin