

**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. 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

Required: Set of earphones for personal use in lab.

IV. COURSE REQUIREMENTS

- A. Classes are 16 weeks during the fall and spring semesters and 10 weeks for the summer.
- B. Assignments are given to students by instructor daily. Hand in all assignments on time. Your teacher may reduce late assignments by one (1) letter grade for each late day.
- C. Try not to speak in your native language. Speak English as much as possible within the classroom.
- D. If the student is absent from class, it is his or her responsibility to contact his or her classmate/instructor to determine missed instruction. Each student must make appropriate arrangements to acquire assignments, announcements, lecture notes, and other pertinent information missed.
- E. If you are late for a major exam, announced quiz, or a major presentation, you will lose 10 pts. for that grade. If you are more than 15 minutes late for a test, you will not be allowed to take the exam and a make-up exam will be scheduled for you.
- F. Every student must complete a minimum of 16 hours in the Developmental Studies computer lab before the final deadline. Students will be given three deadlines throughout the term to monitor progression of the lab hour requirement.

All 16 hours MUST BE COMPLETED by the final deadline. If a student fails to complete all 16 hours by the final deadline, he or she will receive a grade of zero (0) on the final examination.

I. EXAMINATIONS

- A. Periodic examinations will be given during the course in order to evaluate a student's progress. There will be two major exams given: a midterm and a comprehensive final.

Failure to take the final examination for the course will result in a grade of zero (0) to be posted for that examination. Students may not "retake" any exam. No "early" finals, take-home or open-book examinations will be administered. No examination grades will be dropped.

- B. **If you miss an exam, and have an excused absence, your instructor will arrange a make-up at his/her discretion. Said make-up may involve counting the next exam as a 200 point exam.**

If you miss an exam, and do not have an excused absence then a make-up exam will be granted only at the discretion of the instructor. The make-up exam, if granted, will be given by appointment only.

- C. 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.**
- D. Class exams will be returned to students within three class periods after the exam is administered.
- E. The instructor may require students to use a Bluebook/Scantron for each examination. Bluebooks/Scantrons are available in the Campus Bookstore.
- F. The final exam will be given on **the last day of class**. You are required to be here at that time.

VI. SEMESTER GRADE COMPUTATIONS

To receive a passing grade of “A,” “B,” or “C” in this course, each student must complete all requirements and assignments, and earn a weighted average of 70% or above derived from the periodic/unit examinations, homework, assessments and the comprehensive final examination. The My Labs assignments will determine 15%, homework will determine 15%, vocabulary quizzes will determine 10%, the midterm examination will determine 25%, and the final examination will determine 35% of the final average.

Final grades will follow the grade designation for developmental courses below:

- “A” – Weighted average of 90 – 100%
- “B” - Weighted average of 80 – 90%
- “C” - Weighted average of 70 – 79%
- “D” – Weighted average of 60 – 69%
- “F” – Weighted average of 0 – 59%
- “W” - Withdrawal from course (initiated by student)

Students may receive their grades through:

The CTC WebAdvisor (Online) System allows students to obtain their grades online. Instructions for using the WebAdvisor (online) Registration/Grades by computer are listed in the schedule bulletin.

Grades will not be posted.

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 Form59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday for the 12th week of classes during the 16-week fall and spring semesters. The deadline for a 10 week session is Friday of 7th week.

A student who officially withdraws will be awarded the grade of “W” provided the student’s academic performance is satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

If you have been placed in a DSLA course due to the CELT, TSIA, 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 TSIA or TOEFL 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 the program.

- B. 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 due to the liability issue.
- C. Americans 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.
- D. 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.
- E. Office Hours: Full-time instructors post their office hours outside their office doors. Part-time instructors may be available by appointment. Please feel free to see your instructor should you find yourself having difficulty with this course.

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. Instructor prepared handouts
- b. Computer Lab

4. 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. Instructor prepared handouts
- b. Computer Lab

4. 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