

**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), 183 (computer-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.
Online courses: (1) myreadinglab locator test which will determine reading level. (This software is packaged with the course materials) or (2) a Cloze test which can be obtained through the instructor's email address.

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

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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 http://www.ctcd.edu/im/im_main.asp.

IV. COURSE REQUIREMENTS

A. Reading Assignments:

Your instructor will assign pages in the required text 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 sixteen lab hours in myreadinglab as directed by your instructor or complete the instructor lab contract included in your course. You must complete your lab hours according to the schedule provided by your instructor. As your instructor provides this information, write your deadlines below.

Saturday, October 3, 2009 - 8 hours completed (halfway)

Saturday, November 21, 2009 - 16 hours completed (final deadline)

C. Class Performance:

Hand in all assignments on time. Grade points will be deducted for late assignments. Take major examinations on time. All missed/late exams must be cleared BEFORE the exam; otherwise, your instructor has the authority to assign a zero (0) for that test grade. 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.

D. Class Participation:

1. Attendance:

Traditional classes only:

Unlike schools in other countries, 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. The final decision rests with the instructor. Your instructor may choose to lower your grade or recommend disciplinary action for excessive tardiness.

2. Length of Class: Class begins on August 31, 2009. It ends on December 14, 2009

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. Traditional classes:

The final exam will be given on December 14, 2009. 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.

Online classes:

All exams are given online, and proctored exams are administered by pre-approved test proctors or testing centers. All quizzes and exams are unproctored except the final exam. It is proctored and you must make arrangements to take it. To get information on how to make these arrangements, go to <http://online.ctcd.edu/testing.cfm>. Specific information is provided in your online course.

VI. SEMESTER GRADE COMPUTATIONS

Vocabulary Quizzes	10%
Mid-Term Exam (Exam 1)	20%

Final Exam (Exam 2)	30%
Completion of lab assignments on time	15%
Altered book project/Thematic Portfolio (Collaborative Project)	15%
Participation in Discussions (Discussion Board)	<u>10%</u>
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 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, "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 can not sit in class due to the liability issue.
- E. American's With Disabilities Act (ADA): Students requiring accommodations for disabilities are responsible for notifying the instructor. Reasonable accommodations will be granted in full compliance with federal and state law and Central Texas College policy.
- 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
1. Story: *The New Flirting Game* (pp. 209)
 2. Story: *Culture and Nonverbal Communication*: (pp. 271)
 3. Outside reading: *No Speak English* or short story of student's choice
- B. Unit Two: Chapter 6
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 definition. (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
Cited in Section 3 above
5. Lesson Outline
- a. Chapter 6
 - (1) Introduce new vocabulary for chapter
 - (2) Is the Material Fact or Opinion?
 - (a) Now Practice Fact and Opinion 1 (pp. 135)
 - (b) Now Practice Fact and Opinion 2 (pp. 135)
 - (c) Story: *McDonald's Makes a Lot of People Angry for a Lot of Different Reasons* (pp. 402)
 - (d) Articles the student finds from newspapers, magazines, Internet
 - (3) What is the Author's Purpose?
 - (a) Now Practice Author's Purpose 1 (pp. 138)
 - (b) Now Practice Author's Purpose 2 (pp. 139)
 - (c) Story: *Hold It Right There and Drop That Camera* (pp. 436)
 - (d) Story: *Are Lotteries Fair?* (pp. 529)
 - (4) What is the Tone?
 - (a) Now Practice Tone 1 (pp. 141)
 - (b) Now Practice Tone 2 (pp. 142)
 - (c) Story: *Gregory* (pp. 306)
 - (d) Story: *Bugs in Your Pillow* (pp. 506)
 - (e) Outside reading: newspaper, magazine, Internet article of student's choice showing different tone
 - (5) Is the Author Biased?
 - (a) Now Practice Author Bias 1 (pp. 145)
 - (b) Story: *When Living is a Fate Worse Than Death* (pp. 334)
 - (6) How Strong Are the Data and the Evidence?
 - (a) Now Practice Data and Evidence 1 (pp. 123)
 - (b) Story: *Make No Mistake: Medical Errors Can Be Deadly Serious* (pp. 470)
 - (c) Story: *Is There Life Elsewhere?* (pp. 539)
 - (7) How Is Connotative Language Used?
How is Figurative Language Used?
 - (a) Now Practice Connotative Language 1-2 (pp. 148)
 - (b) Now Practice Figurative Language 1-2 (pp. 150-151)

- (c) Examination of previous stories read
 - (d) Story: *Seoul Searching* (pp. 343)
 - (e) Short story of student's choice or *The Chaser* or *The Red Dog*
- (8) Advanced reading skills and concepts
- (a) Inference
 - (b) Irony
 - (c) Story: *Hills Are Like White Elephants* or other short story demonstrating inference.
 - (d) Story: *The Story of An Hour* or other short story demonstrating irony.

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 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

Cited in Section 3 above

5. Lesson Outline

- a. Chapter 7
 - (1) Introduce new vocabulary for chapter
 - (2) Highlighting, Annotating, Paraphrasing
 - (a) Now Practice Paraphrasing 1 (pp. 164)
 - (b) Now practice Summarizing 1 (pp. 176)
 - (3) Outlining and Mapping
 - (a) Worksheets
- b. Chapter 8 -Practice within passages throughout all chapters
- c. Chapter 9
 - (1) Developing New Ways of Thinking and Reading
 - (2) Discovering the Purpose of Web Sites
 - (3) Evaluating Web Sites
 - (a) Now Practice Evaluating Content (pp. 186)
 - (b) Now Practice Evaluating Accuracy (pp. 187)
 - (c) Now Practice Evaluating Authority (pp. 188)
 - (d) Now Practice Evaluating Timeliness (pp 189)
 - (e) Now Practice Evaluating Objectivity (pp.190)
 - (f) Now Practice Evaluating Usability (pp. 191)
 - (g) Evaluating Websites (pp. 192)
- d. Chapter 10 –Completed in prior assignments.