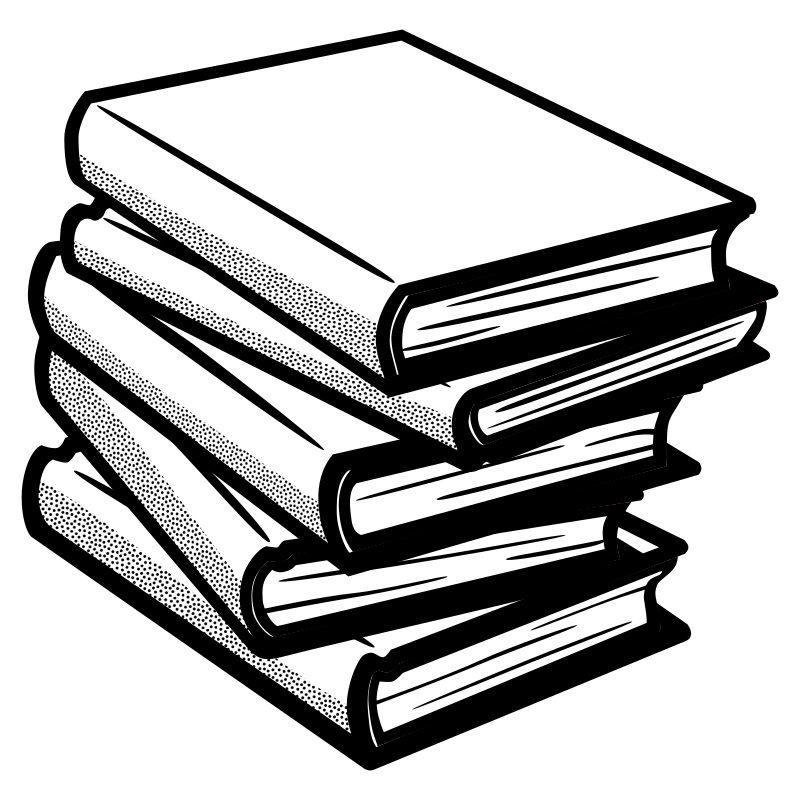
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Syllabus

ESL 50-2856

Basic **Accelerated ESL Reading and Writing**

**Cuyamaca College**

**Fall 2018**

**Instructor:** Chandra Beal

**Email:** chandra.beal@gcccd.edu

**Room:** Building B-262

**Meeting Times:** Monday 6:15pm-9:25pm

Wednesday 6:15pm-9:05pm

**Required Texts**

1. **ESL 50 Student Activity Packet** (available at bookstore)
2. ***Same Sun Here*** (available at bookstore)

by Neela Vaswani and Silas House

Candlewick Press ISBN 978-0-7636-6451-0

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**Catalog Description**

This is the literacy course in the first level of the ESL accelerated course sequence. Students learn to read and write Basic English. They also learn basic word, phrase, and sentence grammar in a Just-In-Time remediation setting. In addition to reading, writing, and grammar, students learn classroom rules and communication necessary in academic settings. The course is designed to expose the students to all the skills necessary to enter a placement of four semesters below transfer level (ESL 1A), with the possibility of advancing in as little as two further semesters given the acceleration pathway. Pass/No Pass only. Non-degree applicable.

**Prerequisites**

Grade of “Pass” in ESL 070 or equivalent or assessment into ESL 50, ESL 70 or 80

**Additional Information**

Must be concurrently enrolled in ESL 50G, and ESL 10 or ESL 99A

**Course Content**

1. Reading skills content include materials to facilitate comprehension of basic passages with familiar content and language, grammatically complex readings of a beginning-intermediate to advanced-beginning level, and readings on unfamiliar topics.
2. Writing skills include materials to facilitate in creating well organized basic English paragraphs with topic sentences, basic supporting details and some transitions; development of the writing process: pre-writing, writing, peer reviewing, revising and editing–all on a beginning intermediate level.
3. Other skills content include activities to develop comprehension of simple grammar structures, a familiarity of academic topics, summary skills, an understanding of cultural and historical references, and vocabulary development through contextual and structural clues as well as reading strategies to develop speed and accuracy.

**Course Objectives**

Students will use an accelerated approach of intensified in-class and homework assignments, and at the end of the course they will be able to display the following skills:

1. Apply the rules for the formation, meaning and use of English structures when reading and writing in English.
2. Read passages efficiently by applying appropriate reading strategies and understand common cultural references in text.
3. Demonstrate a high intermediate level ability to read texts of some conceptual or linguistic complexity in an academic setting.
4. Define new vocabulary based on reading and discussion, structural analysis and contextual clues.
5. Use reading techniques to distinguish facts and details from opinions, judgments and conclusions.
6. Use Basic English to communicate intended ideas.
7. Use writing techniques to compose original paragraphs and multi-paragraph compositions, which display evidence of proper organization and development at a higher intermediate level with use of topic sentences and a thesis statement.
8. Edit and proofread their own writing or peer writing at a high intermediate level following the basic rules of paragraph formation, essay structure, spelling, grammar and punctuation.

**Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

1. Apply basic punctuation and capitalization rules in writing with some errors.
2. Write short paragraphs using the correct format that show an understanding of topic sentences and supporting sentences.
3. Accurately identify the main idea in basic and some low-intermediate level readings using skimming and scanning techniques; distinguish between opinion and fact through contextual clues; and be able to discuss or write about reading topics.
4. Deduce the meaning of words in basic and some low-intermediate level readings and apply new vocabulary in writing and speaking.
5. Have some developed usage of adjectives, prepositions, articles and nouns in reading and writing.
6. Have some developed punctuation rule usage in writing including commas, apostrophes and end punctuation.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of high-beginning to low-intermediate college level texts by being able to write an accurate summary and a response displaying critical thinking regarding this level of text.
2. Produce a well-structured basic paragraph with a clear topic, good development, and relevant conclusion. Often or less errors in each category of the well-structured paragraph as defined in the preceding sentence shall constitute success.

**Course Requirements**

**All assignments must be turned in on time – NO LATE WORK IS ACCEPTED!**

**Canvas Assignments**

**Canvas Paragraphs**

You will be expected to write two full paragraphs following MLA format, turned into Canvas using the SafeAssign feature.

**New Vocabulary Log**

You will find new words and write them with the complete sentence where you found them. Then, guess the meaning. One vocabulary log per unit of the book must be turned in on time to Canvas.

**Vocabulary Worksheets**

You will be assigned worksheets to help you remember the meanings and usage of a few vocabulary words for every reading. These worksheets must be turned in on time to Canvas.

**Summary and Annotations Logs**

You will summarize and comment on each reading assigned in the text. The purpose of these logs is to help you remember important details, which will be useful to you in preparation for exams and writing assignments. I will check the logs weekly during the semester to assign points. In order to get the full points for this assignment, you will need to briefly summarize the reading in your own words, and provide samples of annotation notes you made in the book.

**Group Discussions on Canvas**

You are automatically assigned to a Group at the beginning of the semester. After each assigned reading, you will answer either a question from the instructor or from one of your group members on the Group Discussion Board, as well as provide a question yourself for your fellow group members.

**In-Class Assignments**

**In-class Writing Exams**

Following the dates that your first paragraph is due, you will be given a writing exam to be completed in class.

**Annotation Checks**

At different times during the semester the instructor may elect to check your books for the required annotations. Those who annotate get points. Those who don’t, don’t!

**Writing Checks**

These are short quizzes about the different types of writings we are doing during the semester.

**Vocabulary Quizzes**

May consist of multiple-choice, fill in the blank, matching, true/false questions, complete sentences and short paragraphs.

**Journals**

See your calendar for the dates they are assigned. We’ll practice writing in class. A journal consists of writing your response to a special question the instructor gives you on that day.

**In-Class Paragraphs**

You will be expected to **write two full in-class paragraphs: one for the mid-term and the other as a final.**

**Assignments Outside of Class**

**Tutor Visits**

Three times during the semester you will be required to visit a tutor in the writing lab to seek help with one of your writing projects. Tutors can assist you in analyzing sentence and paragraph structure to improve your overall writing skills, and your grade! All tutoring sections are FREE. You will turn in your tutoring slip to receive credit.Writing Center (B-167, 660-4463)

**Homework**

You will have several homework assignments that include short writings in preparation for longer paragraphs and essays.

**Grading:**

Grading is on a point system.

|  |  |
| --- | --- |
| Vocabulary Quizzes [5 Quizzes @ 5 pts] (Canvas) | 25 points |
| Journals [8 journals @ 5 pts] (Blue book) | 40 points |
| Summary and Annotation Logs [12 Logs @ 5 pts] (Canvas) | 60 points |
| Writing Checks Quizzes [3 Checks @ 5 pts] (Canvas) | 15 points |
| Vocabulary Worksheets [5 worksheets @ 5 pts] Canvas) | 25 points |
| New Vocabulary Log (12 logs @ 5 pts) (Canvas) | 60 points |
| Homework [multiple assignments] | 30 points |
| Group Discussion [12 Discussions @ 5 pts] (Canvas) | 60 points |
| Annotation Checks [3 Checks @ 5 pts] | 15 points |
| Tutor Visits [3 Visits @ 5 pts] | 15 points |
| Paragraph 1 (Canvas) | 25 points |
| In-class Writing Mid-Term Exam 1 | 50 points |
| Paragraph 2 (Canvas) | 50 points |
| In-class Writing Final Exam 2 | 100 points |
| **Total** | **570 points** |

|  |
| --- |
| **Final Grades:** |
| 513-570 | P | A |
| 456-512 | P | B |
| 399-455 | P | P |
| 342-398 | NP | D |
| 0-341 | NP | F |

**WARNING: THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY OF THE ASSIGNMENT POINT VALUES THROUGHOUT THE SEMESTER IF CIRCUMSTANCES WARRANT. THE INSTRUCTOR WILL INFORM THE STUDENTS OF THE CHANGE IF THIS OCCURS.**

**Class Expectations**

**Attendance:** Being in class is very important because students bring a great deal of experience from their lives and culture, and we need your participation! Additionally, students who attend class regularly, answer questions, work in groups, and come prepared (always bring your books, paper, and pen or pencil) may receive bonus points towards their grade. **If you are late arriving to class by more than 15 minutes, it will count as a tardy. 2 tardies = 1 absence. If you are absent for more than 4 days, you will be dropped!!!**

If you cannot come to class, make sure you have someone you can call to find out what material was covered, so you can be prepared for the next class.

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Study Buddy #1 Telephone #

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Study Buddy #2 Telephone #

**Phones**: Turn off all cell phones (and other electronic devices) and place them in the box while in class. Students may occasionally use phones for lessons at the teacher’s discretion.

### Cheating and Plagiarism: Cuayamaca has a zero-tolerance policy for cheating or plagiarism! According to the Cuyamaca College Catalog, Student Code of Conduct, Academic Dishonesty such as cheating or plagiarizing, is grounds for instructional and administrative sanctions. That means that if you present the words (even three or more in a row), ideas, or work of someone else as your own, or if you have your work heavily rewritten by someone else and turn it in as your own, your instructor has the right to fail the assignment. The same is true if you are seen or otherwise caught cheating on a quiz, exam or other non-collaborative assignment. In addition to whatever penalty the instructor applies to your graded work, he/she will report your misconduct to the Department Chair, the Instructional Dean and the Associate Dean of Student Affairs. The Associated Dean of Student Affairs will keep a master list of cases of student misconduct. Any student who is reported to have cheated or plagiarized twice will be called in for a meeting with that dean. It will be up to the dean's discretion to determine what action to take, but students may be SUSPENDED FROM THE COLLEGE OR PERMANENTLY EXPELLED for repeated acts of cheating or plagiarism. Please feel free to consult the college catalog for further information or visit http://www.cuyamaca.edu/ascc/conduct.asp

**What is Cheating?**

* Copying homework, answers, or other student’s assignments
* Giving other students answers
* Copying ideas from the Internet or from books without giving credit to the source
* Offering bribes in exchange of a passing grade

During exams and or quizzes doing any of the following:

* Talking about anything
* Looking at another student's paper
* Looking at notes on a desk, paper, in a book, or any other place
* Not returning papers to the teacher when the time has finished
* Using your mobile cell phone. You must not use your mobile cell phone during exams for any reason. Turn it off.

**Consequences for Plagiarism, Cheating, and any Disruptive Behavior:**

If a student does any of the disruptive behaviors described above, the student will be disciplined. The following are the steps in the discipline process:

* The teacher will inform the student of what he/she has done. If it is not serious, the teacher will talk with the student. If it is serious, the teacher will refer the student to the Dean of Student affairs.
* For a second offense, the teacher will refer the student to the Dean of Student Affairs, and the teacher can suspend the student.
* If the teacher suspends the student, the student must miss two (2) class periods before attending class again.
* If a student has too many absences (more than 3), the teacher may drop the student from the class. (See Attendance above)
* Cheating may result in getting “0” points for a test, quiz, or homework.
* If a student continues to cheat, the student may receive NO CREDIT (NC) for the class.

**Students with disabilities** who may need academic accommodations should discuss options with their instructors during the first two weeks of class. It is also recommended that you contact Disabled Students’ Programs & Services (DSP&S) in A-114. You may also call DSP&S at 660-4576 to schedule an appointment.

### Conduct: Your respectful participation in this class is essential for your learning and the learning of your classmates. Students who commit disrespectful or distracting/ non-participatory behaviors will be asked to leave class, and will be marked absent.

**Weekly Schedule for ESL 50**

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| --- | --- | --- | --- | --- | --- |
| Week | Day | Date | **In-Class Activity** | **Homework** | **Due Date** |
| Week 1 | M | 8/20 | -Introduction to class and packet pre-reading.  -Packet 1. Activity 1A (Defining pen pals) and 1B (Geography) | Read Same Sun Here Unit 1 pages 1-23 |  |
| W | 8/22 | -Packet 1. Activity 2  -Explain Vocabulary logs | Read Same Sun Here Unit 1 pages 1-23 |  |
| Week 2 | M | 8/27 | -Packet 1. Activity 3 (Venn diagram, first writing—letter to pen pal)  -Explain Vocab Worksheet 1  -Explain summary and annotation logs | -Summary and Annotation Log #1 (unit 1 pages 1-23) (Canvas)  -Vocabulary Worksheet 1 (Canvas) | 9/2 |
| W | 8/29 | -Packet 1. Activity 5.  -Preview of Summary and Annotations  -Discuss Journal 1 | -Vocabulary Log 1 (Canvas)  -Discussion 1 (Canvas)  -Journal 1 in class | 9/2 |
| Week 3 | M | 9/3 | **Holiday**  **Labor Day—NO CLASS** | -S and A log #2 (unit 2 pages 24-53)  -Vocabulary Worksheet 2 (Canvas) | 9/9 |
| W | 9/5 | **- Vocabulary Quiz 1**  -Packet 1. Activity 6 (Vocabulary Worksheet 2)  -Activity 7 (Troubles Everywhere) | -Vocabulary Log 2 (Canvas)  -Discussion 2 (Canvas) | 9/9 |
| Week 4 | M | 9/10 | -Packet 1. Activity Plan 8. Jigsaw Quiz: Scanning for Group Questions | -S and A log #3 (unit 3 pages 54-73)  -Discussion 3 (Canvas) | 9/16 |
| W | 9/12 | **-Vocabulary Quiz 2**  -Packet 1. Character Table and Poster Session | Journal 2 (in class) | 9/16 |
| Week 5 | M | 9/17 | -Packet 1. Activity 10 (Predictions)  -Lecture on the perfect paragraph  and MLA Format  -Topic sentence development | S and A log #4 (unit 4 pages 75-101) (Canvas) | 9/23 |
| W | 9/19 | -Packet 1. Activity 11 (Story Analysis)  -Vocabulary Worksheet 3 (Activity 12)  -Support sentence development  -Class survey | -Tutor Visit 1 (Writing Center)  -Vocabulary Log 3 (Canvas)  -Discussion 4 (Canvas) | 9/23 |
| Week 6 | M | 9/24 | -Packet 1. Activity 13 (Topic Sentences) | S and A log #5 (unit 5 pages 102-130) (Canvas) | 9/30 |
| W | 9/26 | **-Vocabulary Quiz 3**  -Packet 1. Activity 14. Support sentence development | -Vocabulary Log 5 and 6 (Canvas)  -Discussions 5 and 6 (Canvas) | 9/30 |
| Week 7 | M | 10/1 | -Packet 1 Activity 15 (Pre-writing. Individual activity) | -S and A log #6 (unit 6 pages 131-151) (Canvas) | 10/7 |
| W | 10/3 | -Packet 1 Activity 16 (Putting all together. Individual activity.) | -Vocabulary Log 7 (Canvas)  -Discussion 7 (Canvas) | 10/7 |
| Week 8 | M | 10/8 | **-Writing Check Quiz 1**  -Packet 1 Activity 17 (Editing Circles) Bring 3 typed copies of your paragraph to class. | -S and A log #7 (unit 7 pages 152-175) (Canvas)  -Journal 3 (in class) | 10/14 |
| W | 10/10 | -Discussion of first paragraph. -Discussion of Part II of the course relating to social concerns and issues found on the reading. | Discussion 8 (Canvas)  Online Paragraph #1 (Canvas) | 10/14 |
| Week 9 | M | 10/15 | **-In class paragraph—Midterm**  **-Annotation check #1** | -S and A log #8 (unit 8 pages 176-202 (Canvas)  -Journal 4 (in class) | 10/21 |
| W | 10/17 | -Packet 2. Activity 1 (Issues and Tissues) | Discussion 9 (Canvas) | 10/21 |
| Week 10 | M | 10/22 | -(Vocab Worksheet 4)  -Activity 3 Jigsaw Summary | -S and A log #9 (unit 9 pages 203-224) (Canvas)  -Tutor Visit 2 (Writing Center) | 10/28 |
| W | 10/24 | -Packet 2 Activity 4 Discussion Circles | -Online Paragraph #2 (Canvas)  -Discussion 10 (Canvas) | 10/28 |
| Week 11 | M | 10/29 | **-Vocabulary Quiz 4**  -Packet 2 Activity 5 -Questions and Answers | -S and A log #10 (unit 10 pages 225-242) (Canvas)  -Journal 5 (in class) | 11/4 |
| W | 10/31 | -Packet 2 Activity 6 World Cafe  -Vocabulary Worksheet #5 | Discussion 11 (Canvas) | 11/4 |
| Week 12 | M | 11/5 | -Packet 2 Activity 8 Stickie Contest  -Annotation check #2 | -S and A log #11 (unit 11 pages 243-265) (Canvas)  - Journal 6 (in class) | 11/11 |
| W | 11/7 | -Packet 2 Activity 9 Speed Dating—Golden Sentences | -Vocabulary Log 12(Canvas)  -Discussion 12 (Canvas) | 11/11 |
| Week 13 | M | 11/12 | **Holiday**  **Veteran’s Day NO CLASS** |  |  |
| W | 11/14 | Packet 2. Activity 10 Topic sentence writing game | -S and A log #12 (unit 12 pages 266-297) (Canvas)  -Journal 7 (in class) | 11/18 |
| Week 14 | M | 11/19 | **-Writing Check Quiz 3**  -Packet 2. Activity 11 The Citizenship Test | -Journal 8 (in class)  -Tutor Visit 3 (Writing Center) | 11/25 |
| W | 11/21 | **Holiday**  **Happy Thanksgiving!** | NO CLASS |  |
| Week 15 | M | 11/26 | Packet 2, Activity 12 Issues Organization | First draft of final paragraph. First draft review. |  |
| W | 11/28 | Packet 2 Activity 13 Peer review. | Final draft of final paragraph # | 12/7 |
| Week 16 | M | 12/3 | Activity 14 |  | 12/5 |
| W | 12/5 | -Prepare for final exam  -Annotation Check 3 |  |  |
| Finals | M | 12/10 | **Final Exam - In-class paragraph #2** |  |  |

**\*Note: We will try to keep to this schedule, however, if there are any changes, the instructor will inform the students.**