

**Syllabus - Spring 2012**

**(January 9 - May 18, 2012)**

**COURSE: ESL 265 (52322) Low - Intermediate .Reading, Writing, & Grammar**

**UNITS: 8**

**TIME/LOCATION:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Room** |
| 8:00 - 10:15 |  |  |  | LAL 2 |
|  | 8:00 - 9:50 |  |  | POR 1 |
|  |  | 8:00 - 10:15 |  | LAL 2 |
|  |  |  | 8:00 - 9:50 | LAL 1 |

**IMPORTANT DATES: Holidays**

January 16 (M) . . . . . . . . . . MLK, Jr. Day

February 20 (M) . . . . . . . . . . Washington’s Day

April 2 - 5 (M - Th) . . . . . . . . . . .Spring Recess

Deadline to drop the class: . . . . March 9 (F)

Final Exam: Monday, May 14, 2012, 8:00 - 10:15 (LAL2)

**INSTRUCTOR:** Esmeralda E. Valdez

E-mail: [esmeralda.valdez@reedleycollege.edu](mailto:esmeralda.valdez@reedleycollege.edu)

**COURSE DESCRIPTION:**

ESL 265 is an integrated skills course designed for speakers of other languages who want to learn reading, writing, and grammar at the low -intermediate level. This course may be taken concurrently with ESL 265LS. ESL 265 is four levels below English 1A. Students who successfully complete this course will beprepared for ESL266R and ESL 266W.

**SUBJECT PREREQUISITES:**

ESL 264 or placement through a multiple-measure process, including an appropriate score on an approved ESL placement test.

**COURSE OUTCOMES:**

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

1. read and understand low-intermediate texts.
2. write unified paragraphs at the low-intermediate level.
3. recognize and use low-intermediate grammar structures.
4. perform basic computer and word processing tasks.

**COURSE OBJECTIVES:**

In the process of completing this course, students will:

1. read low-intermediate materials on a variety of topics adapted and authentic sources.
2. identify main ideas and supporting details in low-intermediate texts.
3. use strategies to recognize vocabulary in context.
4. use strategies to increase reading comprehension and speed.
5. write and edit paragraphs and an essay.
6. develop content, organization, and coherence to communicate effectively in written work.
7. identify and use grammatical structures in written English.
8. identify and correct grammatical errors.
9. use software applications for language learning.

**REQUIRED MATERIALS:**

* American Roots, Blanchard, K.**(New)**
* Fever, Anderson, L**.(New)**
* Great Writing 2, Folse, K**. (New**)
* USB Flash Drive
* **Optional:**An English dictionary

**GRADING:**

This is a Pass/No Pass course. In order to receive credit for this course, students must at least get a total of 70% from the following:

Homework and Lab 10%

Fever 1793 15% (Journals, questions, test, and book report)

Written Work 30%

Tests 30%

Final Exam 15%

TOTAL 100%

**CLASS PARTICIPATION:**

Your **attendance** in class is very important in order to be able to participate in class discussions. Make it a priority to attend class every day. If you miss class, you are still responsible for the homework and activities that went on in your absence. Students who are absent need to make up work. Please check *Blackboard*.

**CANCELED CLASS:**

In the event the class must be canceled unexpectedly, an official form will be posted on the classroom door by the Dean’s Office.

**PLAGIARISM AND CHEATING POLICY:**

During all tests, any student who communicates directly with another student, or looks at another student’s paper, copying from another student, copying from a book or notes on a closed book test, or turning in another student’s paper as your own, will receive an F grade for that quiz/test/homework/book report/project.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

If you have a verified need for academic accommodation or materials in alternate media 9i.e. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible.

**OTHER POLICIES;**

* Children are not allowed in class. Adult visitors are allowed with permission of the instructor. Please make arrangements in advance.
* Please do not use cell phones during class time. Do not answer your phone, make calls, or text during class.
* Avoid chewing gum and eating in class.

**CLASSMATES’ PHONE NUMBERS:**

|  |  |
| --- | --- |
| Names | Phone Numbers |
| 1. |  |
| 2. |  |

**SCHEDULE** (subject to change)

**Note: Assignments, tests or quizzes will be announced in class.**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | American Roots | Great Paragraphs | Fever 1793 |
| 1 - 2 | Ch. 1, pages 2 - 23  Introduction  “Birth of a Nation,” | Unit 1 - “What is a Paragraph?, ”  pages 1 - 29 |  |
| 3 - 4 | Ch.. 2, pages 24 - 49  “A Growing Nation: The  Early 1800s” | Unit 2 - “Developing Ideas for  Writing a Paragraph,”  pages 30 - 42  Unit 3 “The Topic Sentence,”  pages 43 - 62 | **Outside Reading**  Chapters 1 - 3  (Journal - Blackboard) |
| 5 - 6 | Ch.. 3 , pages 50 - 71,  “A Divided Nation: The Mid - 1800s” | Unit 4 “Supporting and Concluding Sentences, ”  pages 63 - 82  Unit 5 “Paragraph Review, ” p. 83 - 98 | **Outside Reading**  Chapters 4 - 8  (Journal- Blackboard) |
| 7 - 8 | Ch.4, pages 72 - 97  “Industrialization and the Final Frontier: The Late 1800s | Unit 6 “Definition Paragraphs,” pages 99 - 120 | **Outside Reading**  Chapters 9 - 14  (Journal - Blackboard) |
|  | Ch. 5, pages 98 - 121  “A New Century: The First Two Decades | Unit 7 “Process Analysis Paragraphs,” pages 121 - 134 | **Outside Reading**  Chapters 15 -20  (Journal - Blackboard) |
| 11 -12 | Ch. 6, pages 122 - 147  “Prosperity and Depression: The 1920s and 1930s”  Ch. 7- PowerPoint Presentation  to the class  “War and Discovery: The 1940s and 1950s” | Unit 8 “Descriptive Paragraphs,” pages 135 - 161  Unit 9 “Opinion Paragraphs,” pages 162 - 176 | **Outside Reading**  Chapters 21 - 25  (Journal - Blackboard) |
| 13 -14 | Ch. 8- PowerPoint Presentation  to the class  “Turbulent Times: the 1960s and 1970s” | Unit 10 “Narrative Paragraphs,” pages 177 - 197 | **Outside Reading**  Chapters 26 - 29  (Journal - Blackboard) |
| 15 -16 | Ch. 8- PowerPoint Presentation  to the class  “Turbulent Times: the 1960s and 1970s” | Unit 11 “Paragraphs in an Essay: Putting It All Together,” pages 198 - 215 | Essay Writing:  Writing a Book Report |
| 17 | Epilogue: Predictions from  1900, pages 212 - 218 | REVIEW |  |
| 18 - **FINAL EXAM (15% of grade)**  **Monday, May 14, 2012, 8:00 - 10:15 p.m., LAL 2**  **Exam Coverage: Reading, Writing, and Grammar** | | | |