COURSE SYLLABUS

Tunxis
Community
College

Education That Works For a Lifetime

Course Title:	ESL: Writing & Reading II	**Date submitted:**	Spring 2014 (AAC: 14-25)
Department:	Humanities		
Curriculum:	ESL		

Course Descriptors:
Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.

Course Code: (eg. ACC 101) ESL*123

Course Type: L

A: Clinical   B: Lab   D: Distance Learning
I: Individual/Independent   L: Lecture   N: M: Seminar Internship
P: Practicum   U: Studio
X: Combined Lecture/Lab   Y: Combined Lecture/Clinical/Lab   Z: Combined Lecture/Studio

Elective Type: G

AH: Art History   E: English   FA: Fine Arts FL: Foreign Language
G: General   HI: History HU: Humanities   LAS: Liberal Arts & Sciences   M: Math   S: Science   SS: Social Science

Credit Hours:	3
Developmental: (yes/no)	No
Lecture:	3
Clinical:	0
Lab:	0
Studio:	0
Other:	0
TOTAL:	3
Class Maximum:	21
Semesters Offered:	F/S/Su

Contact Hours:

Prerequisites:

C- or better in Elementary English (Level I) or placement test or permission of Department Chair.

Corequisites:

ESL: Grammar II (ESL*125) recommended but not required.

Other Requirements:

None

Catalog Course Description:

This is the second level of writing and reading in the ESL program. The reading component emphasizes recognition and use of high frequency vocabulary words. Additionally, students learn to differentiate between main ideas and details in readings of a beginning level of difficulty. The writing component focuses on developing basic writing skills. This includes writing simple, compound and complex sentences as well as basic paragraph development. Correct spelling, punctuation and capitalization are also included in this writing component.

Topical Outline:
List course content in outline format.

I. Reading
   A. Vocabulary acquisition
      1. High frequency
      2. Word form function and transformation
   B. Reading Comprehension
      1. Main ideas
      2. Finding details
      3. Distinction between main ideas and details
   C. Conversation practice on selected readings

II. Writing

	A. Simple Sentences: basic subject-verb-object pattern B. Compound sentences: simple connectors C. Complex sentences: various subordinators D. Paragraphs: basic principles E. Mechanical elements: spelling, punctuation and capitalization
Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.	**Upon successful completion of this course, the student will be able to do the following:** **COURSE:** 1. Understand main ideas, find details in readings of a beginning level of difficulty and distinguish between the two. 2. Acquire high frequency vocabulary found in the readings and recognize and produce the various forms of words (nouns, verbs, adjectives and adverbs). 3. Learn to write a variety of simple, compound and complex sentences and begin to develop simple paragraphs and compositions. 4. Consolidate the usage of beginning level grammar through their writing. 1. Read texts that are of a beginning level of difficulty with substantial understanding of main ideas 2. Differentiate main ideas from supporting details in the text. 3. Demonstrate a working knowledge (for reading and writing) of high frequency vocabulary and understand the basic functions/transformations of verbs, nouns, adjectives and adverbs. 4. Write simple, compound and complex sentences appropriate to assigned writing tasks. 5. Have a basic understand of the principles of paragraph organization 6. Be familiar with the ESL Collection and the functions of other specified areas of the Tunxis library.
	PROGRAM: *(Numbering reflects Program Outcomes as they appear in the college catalog)*
	GENERAL EDUCATION: *(Numbering reflects General Education Outcomes as they appear in the college catalog)*
Evaluation: List how the above outcomes will be assessed.	**Assessment will be based on the following criteria:** Reading skills will be evaluated through quizzes and tests. Writing skills will be evaluated through portfolios and tests.
Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.	Language lab, tape recorders, VCR's, overhead projectors and CD players
Textbook(s)	Refer to current academic year printout.