

# College of DuPage

[www.cod.edu](http://www.cod.edu)

## Course Syllabus

2016 SP Advanced ESL II (ESL-0958-425)

**0958-425**

**Hinsdale Central High School, Room 204**

**Monday and Wednesday**

**6:30-8:55 p.m.**

|                                               |                   |                                                      |
|-----------------------------------------------|-------------------|------------------------------------------------------|
| Term: Spring                                  | Year: <u>2016</u> | Course Start Date (first class):<br>February 1, 2016 |
| Spring Semester:<br>January 25 - May 13, 2016 |                   | Course End Date (last class):<br>May 11, 2016        |

**No class: February 15, 2016 (Washington Birthday)  
and March 28 & 30, 2016 (Spring Break)**

### Instructor Information:

|                 |                                  |                                    |
|-----------------|----------------------------------|------------------------------------|
| Credit Hours: 5 | First Name: <b>Jennifer</b>      | Last Name: <b>Austgen</b>          |
|                 | Telephone: <b>(708) 822-1047</b> | e-mail: <b>austgenj243@cod.edu</b> |

Course description to appear in catalog:

Completes Advanced ESL communication skills necessary to function in the U.S. including listening, speaking, reading, and writing. Continues the study of grammar and structure. Prerequisite: ESL 0957 or demonstrate equivalent proficiency. This course can only be taken on a pass/fail basis.

Repeatable for credit: Yes May be repeated up to three times.

Pre-Enrollment Criteria:

Consent of Instructor

### A. General Course Objectives:

**Upon successful completion of the course the student should be able to do the following:**

1. Understand and use appropriate learned communication functions.

2. Understand and use learned language forms including vocabulary, phrases and sentences.
3. Use learned language skills in daily life.
4. Understand, express and exchange information, needs, ideas, opinions, attitudes, and feelings using language forms.
5. Use feedback to tell when they have successfully communicated and where necessary when they need to repair unsuccessful communication.
6. Establish, maintain and close communication.
7. Acquire information from public sources.
8. Review and reinforce language skills covered in previous level.

B. Topical Outline:

1. One Credit Hour
  - a. Reading/Writing
    - i. Comprehension
      - A. Locate pertinent information on a research topic in reference materials (found in libraries or on the internet).
  - b. Organization/Composition
    - i. Write a simple outline of a written passage or an oral presentation.
  - c. Capitalization/Punctuation
    - i. Recognize and use capitalization rules (including within quotations) to write sentences.
  - d. Grammatical Concepts/Sentence Structure/Verb Tenses
    - i. Correctly use definite and indefinite articles.
  - e. Listening/Speaking
    - i. Listening
      - A. Demonstrate a basic understanding of conversations with native speakers without requiring much repetition or rewording.
      - B. Demonstrate understanding of descriptions and narrations of technical materials.
    - ii. Speaking
      - A. Request information or assistance regarding topics of technical or professional interest (e.g. higher education, job requirements).

- iii. Grammar
  - A. Demonstrate significant control of complex grammatical patterns.
- iv. Telephone
  - A. Make phone calls to gather information on an assigned topic (e.g. related to employment, further education, parenting, civic rights and responsibility).
- 2. Two Credit Hours
  - a. Reading/Writing
    - i. Comprehension
      - A. Identify the techniques of comparison/contrast, cause/effect, generalization/example, figurative language, symbols, fact/opinion in written passages.
  - b. Organization/Composition
    - i. Utilize a variety of simple, compound, and complex sentences in a cohesive essay.
  - c. Listening/Speaking
    - i. Speaking
      - A. Given a controversial topic, state own opinion and clarify reasons for opinion.
  - d. Pronunciation/Fluency
    - i. Demonstrate good control of stress, rhythm and intonation in delivering an oral presentation.
- 3. Three Credit Hours
  - a. Reading/Writing
    - i. Comprehension
      - A. Read and summarize short stories and other recreational literature by identifying and paraphrasing the main points of the passage.
      - B. Analyze and make inferences about an author's point of view (by identifying the main idea, identifying fact and opinion, making logical conclusions, and identifying faulty logic).
  - b. Organization/Composition
    - i. Use the writing process (e.g. prewriting revisions) to construct an essay.
  - c. Capitalization/Punctuation

- i. Follow the writing process to proofread and rewrite an essay for correct punctuation, spelling, and capitalization.
  - d. Grammatical Concepts/Sentence Structure/Verb Tenses
    - i. Use verb tenses and forms accurately and appropriately (including in reported speech and conditional constructions) in complex sentences.
  - e. Listening/Speaking
    - i. Listening
      - A. Listen to a formal lecture or speech and identify such elements as fact and opinion, bias, and accuracy.
    - ii. Speaking
      - A. Speaking fluently and accurately in most formal and informal conversations on practical and social topics.
      - B. Summarize lectures or presentations.
      - C. Given a problem or situation, speak persuasively, negotiate options and resolve the conflict.
- 4. Four Credit Hours
  - a. Reading/Writing
    - i. Comprehension
      - A. Read and interpret technical materials and complex manuals to identify pertinent facts and paraphrase key points.
      - B. React orally or in writing to a persuasive essay with specific support.
    - ii. Organization/Composition
      - A. Compose business letters (i.e. a cover letter for a job application or a letter of complaint) using appropriate organization and format (i.e. titles, paragraphing, inside address, greeting, body, closing, and signature).
    - iii. Listening/Speaking
      - A. Speaking
        - I. Speak with fluency and some accuracy on technical subjects and on special fields of interest related to academic pursuits or work demands
- 5. Five Credit Hours
  - a. Reading/Writing
    - i. Comprehension
      - A. Draw meaning from written passages on unfamiliar topics by using contextual and syntactic clues.

- b. Organization/Composition
  - i. Compose a five-paragraph essay on a given topic that includes a clear introduction, well developed ideas, relevant facts, details, examples, and/or descriptions with appropriate transitions and a clear ending.
- c. Listening/Speaking
  - i. Speaking
    - A. Deliver a 3 - 5 minute factual oral presentation on an assigned topic (e.g. related to employment, further education, parenting, civic rights and responsibility,).
    - B. Orally paraphrase/summarize a reading passage of no more than one page from a technical, business or educational publications.

#### C. Methods of Evaluating Students:

Tests Quizzes Projects, presentations or papers Class participation and discussion Homework Attendance may also be a factor in evaluation.

Repeatable for credit: Yes. May be repeated up to four times.

Pre-enrollment criteria: Consent of Instructor

**Course Textbook:** *Ventures Transitions*, K. Lynn Savage

**Examinations:** **CASAS Pre-Test** – by Student's third day of attendance  
Mid-Term Test – March 16, 2016  
Final Test – May 4, 2016  
**CASAS Post-Test** – May 9, 2016

#### Final Grade Computation - Grading Policy:

**S - student has met the minimum standards for student evaluation criteria**  
**W - student has less than 7.5 hours of attendance, or instructor discretion**

C.O.D. Records Office will no longer mail grades to students. Grades can now be obtained by several methods, including access online:

Go to <http://myaccess.cod.edu> and click on "My Access for students".

Call (630)-942-3555 during business hours and press "3" or stop by Records, SRC 2015. To learn other ways of accessing grades, such as using Touchtone, call (630)-942-2445.

#### Student Evaluation Criteria:

Student evaluation is based on **punctuality, attendance, class participation, homework, performance, and completion of tests.**

*Students who do not take all post-tests as appropriate will not be permitted to move to a higher level. Students who do not take the post-test may not be permitted by current instructor to re-enroll in a grant class for the next term.*

### **Absence/Tardiness Policy:**

- *Regular attendance is required.*
- *A student must attend class within the first three days of instruction.*
- *If you must miss a class, **CALL THE INSTRUCTOR** before the class.*
- *It is your responsibility to find out about new assignments*

***Student is officially dropped from the class when he or she misses a total of SIX class meetings.***

***STUDENTS MAY NOT BE RE-ENROLLED AFTER THEY ARE DROPPED!***

Students are expected to arrive on time. If a student is late more than fifteen minutes more than three times during a semester, they will be given additional assignment at the instructor's discretion.

### **Transfer:**

Transfer from one grant class to a different grant class is possible if there are openings. A student needs **Permission to Transfer form** – a student will not be admitted as a transfer to another grant class without this form. **STUDENTS MAY ONLY TRANSFER BETWEEN CLASSES WITHIN THE FIRST 14 INSTRUCTIONAL CALENDAR DAYS.**

**Make-up Policy:** A student who misses a class must contact the instructor and complete a homework assignment.

### **Plagiarism/Academic Dishonesty**

(See COD catalog, Course-Related Academic Integrity, Board Policy 5050 and Board Procedure 5715.)

Academic dishonesty is prohibited. Disciplinary action will be pursued in all instances in which it is determined that academic dishonesty has occurred. Disciplinary action may include, but is not limited to

1. Assignment of a failing grade for a test, examination or assignment.
2. Assignment of a failing grade for a course.
3. Student disciplinary sanction under Board Procedure #5715, Student Rights and Responsibilities.

### **Withdrawal Policy**

(See COD catalog, page 46, "Student Rights and Responsibilities," Administrative Procedure 5715)

**Student Withdrawal Procedures**

The student may withdraw from a course by contacting the Registration office up to the eighth calendar day following the mid term date in any term (or the equivalent in any session of non-standard length) and receive a grade of "W."

After this date,

**Administrative/Instructor Withdrawal Procedures**

Students not actively pursuing the completion of course objectives may be withdrawn from the class by the instructor.

**Incomplete Policy:** No incomplete grades will be assigned in this course.

**Standards of Conduct:**

Students are expected not to disrupt teaching/learning process in class and are expected to follow the COD Standards of Conduct. Behavior that interferes with college purposes is NOT ACCEPTABLE. Students are accountable for their own behavior. Students at College of DuPage are expected to demonstrate qualities of morality, integrity, honesty, civility, honor, and respect. Please review COD Standards of Conduct found in college catalog (p. 49) or COD website: [www.cod.edu](http://www.cod.edu)

**Cell phones should be turned off**

**No children are allowed in class with their parent.**

**No children may be left unattended while their parent is attending class.**

**Work Return Policy:** The instructor will return graded work within one week.

Date Syllabus prepared: 1/31/16

## Class Calendar

| Topics | Monday | Wednesday |
|--------|--------|-----------|
|--------|--------|-----------|

|                                                                                              |                                            |                                   |
|----------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------|
| *subject to change dependent on students' needs                                              |                                            |                                   |
| Assess/Placement, Goal Setting, Work Sample #1, Syllabus, Personal history, and orientation. | <b>2/1 - first class</b>                   | 2/3 - class                       |
| Job Skills and Abilities                                                                     | 2/8 - class                                | 2/10 - class                      |
| Soft Skills                                                                                  | <b>2/15 - NO class</b>                     | 2/17 - class                      |
| Building Self-Confidence                                                                     | 2/22 - class                               | 2/24 - class                      |
| Building a Resume, Effective Job Applications                                                | 2/29 - class                               | 3/2 - class                       |
| Volunteering/Community                                                                       | 3/7 - class                                | 3/9 - class                       |
| <b>Mid-Term Test</b>                                                                         | 3/14 - class                               | <b>3/16 - MID-TERM</b>            |
| Work Sample #2, Successful Interviews, Small Talk                                            | 3/21 - class                               | 3/23 - class                      |
| <b>Spring Break - No Classes</b>                                                             | <b>3/28 - NO class</b>                     | <b>3/30 - NO class</b>            |
| Improving Relationship                                                                       | 4/4 - class                                | 4/6 - class                       |
| Giving and Receiving Criticism                                                               | 4/11 - class                               | 4/13 - class                      |
| Professional Presentations & Teamwork                                                        | 4/18 - class                               | 4/20 - class                      |
| Behavior and Attitudes at work                                                               | 4/25 - class                               | 4/27 - class                      |
| Work Sample#3, <b>Final Test</b>                                                             | 5/2 - class                                | <b>5/4 - class<br/>Final Test</b> |
| <b>CASAS Post Testing</b>                                                                    | <b>5/9 - class<br/>CASAS<br/>Post-Test</b> | <b>5/11 - last class</b>          |