

Cuyamaca College
English as a Second Language
Spring 2008

ESL 106 English as a Second Language IV
Section 0819

Alicia Muñoz
5 units

Monday 11:00 A.M. – 1:50 P.M.
Prerequisites: ESL 103 or equivalent.

Room # F 614

1. Course Description

ESL 106 is a sixteen-week course that develops and adds to skills learned in ESL 103. This is the fourth core course in the study of English reading, writing and grammar designed for students whose first language is other than English. The course includes advanced reading, paragraph and essay writing, grammar, and sentence structure. This particular section is a hybrid course, which means that 50% of the instruction will take place in class, and the other 50% will take place on the web. As such the class meets one day a week on campus, and another day on the web. The lab hour associated with this class will take place during the web portion of the class.

2. Course objectives

- Students will utilize the writing process to write four basic essays with a strong focus on revision and peer editing. Students will learn to incorporate well-organized paragraphs with topic sentences, supporting details, and transitions into complete essays with thesis statements.
- Students will meet one day a week in the classroom, and will complete assignments, discuss the novel, post journals, and complete the required lab hour via on the internet.
- Students will keep a journal to practice writing skills and reflect on reading assignments.
- Students will read one novel and participate in class discussions on the content.
- Students will apply the rules for the formation, meaning and use of grammatical structures studied in Level IV when writing in English. These structures will include using subordination, compound-complex sentences, adjective and adverb clauses, correct punctuation usage, and sentence variety.
- Grammar skills include a review of the verb tenses, passives, and conditionals, and correct usage of nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and prepositions. Also, rules for pronoun reference agreement and subject-verb agreement will be mastered.

3. Course Requirements

- Completion of various homework assignments that will include reading, grammar and writing exercises.
- A binder with three separations for class handouts
- Eight journal entries
- Four essays
- Two grammar quizzes
- In-class midterm and final exam
- Final Portfolio Project

4. Textbooks:

Oshima, Alice and Ann Hogue. *Writing Academic English*. 4th. ed.
New York: Pearson Education, 2006.

Faber, David. *Because of Romek. A Holocaust Survivor's Memoir*
San Diego: Vincent Press, 2004.

5. Supplies

- a. A binder with three separators to keep class handouts.
- b. A folder to submit completed essays.
- c. Dictionary.

6. Classroom policies

Attendance

Since this is a hybrid class which meets once a week, it is imperative that you attend every class meeting; otherwise, you will be unable to complete the assignments online. Finally, your overall grade includes attendance and participation. Invariably, good attendance and class effort will make a positive difference on the grade, while poor attendance and lukewarm participation will definitely have the opposite effect. Attendance counts and makes a difference!

If you miss two classes, or the equivalent of two weeks of instruction, you may be dropped from class. I understand that we all have complicated lives and sometimes our best plans are insufficient to handle unanticipated circumstances. If you should have a problem that prevents you from coming to class, please call me to let me know that you

will miss class. In addition, please contact another class member so you can keep up with assigned work. **You are responsible for all assignments regardless of your absence.**

Tardiness

Tardiness is disruptive for both the instructor and students, so please make every effort to arrive on time. Three tardies will be considered one absence and six absences will lead to dismissal from class.

Cheating (also known as borrowing other people's work.)

Cheating is considered a serious offense in academic institutions, so don't do it. Using other people's work benefits no one, particularly the student who does so. Learning English is the single most important reason that brings you to Cuyamaca College. When you use other people's work to replace your own, you can't possibly learn or achieve your goal. Do yourself a favor; don't cheat.

7. Course Assignments

Quizzes and exams

Quizzes and exams cannot be made up, so please don't miss class on a day when a test is scheduled. **There will be no exception to this rule.**

You will have two grammar quizzes, a midterm, and a final exam, which together will equal 30% of your grade. All exams will include true/false and multiple choice questions, fill-in-the blanks, and written questions. The exams will focus on grammar and the class novel.

Lab Hour

ESL 106 is considered a composition course so you will be expected to complete one hour of lab a week. During this lab hour, you can complete the grammar exercises that come with our textbook or do your written assignments. If you don't have a computer at home, you can use the computers in the Open Lab. Some assignments such as journals or grammar exercises will have to be submitted during a particular time frame in order to get credit. I will post grammar exercises and writing topics on the class website with a deadline on when they must be submitted.

Journal Entries

You will have to submit eight journal entries in which you give your thoughts, opinions,

and reflection on the assigned novel. When you write your journals, please **DO NOT** rephrase the novel or tell me what the story is about because you are simply repeating the story instead of reflecting on it. Rather, I want to know your opinions on what you have read. To help you write excellent journals, I will give you a journal format that you need to follow. If you ask yourself the following questions about the novel, you will find that it will be easier to write your reflective journal.

- Who, what, why, where, when, and how? Who is the novel about? What is the novel about? Where and when does it take place?
- Does the story remind you of any experiences you have had?
- Do you find the story difficult to understand?
- What questions would you like answered in class discussions?

You will need to submit your journal online on the day the journal is due.

Essays

You will be expected to write four college-level essays (2-3 pages) based on the assigned novel using four rhetorical modes: narrative or descriptive, comparison-contrast, cause-effect, and argumentation. You will be assigned the essay a month in advance so you can do all the prewriting activities including revision and editing before the essay is due. I will give you the grading sheet which indicates how the essay will be graded, so you can have sufficient time to work on it. In class, we will discuss and practice pre-writing strategies to help you get started, and we will practice peer-editing and revising techniques that are important to get a good grade in your essay.

Novel

Research has shown that good writers are good readers, and that there is a close connection between clear logical thinking and good writing. Because this is a composition course and because of the intimate connection that exists between reading and writing, you will be expected to read a novel from which you will base your essays. I will post reading questions on the internet, and you will be required to participate in a class discussion on the novel. In order for you to receive points for this discussion, you must post at least two comments each week either in response to other students' comments or your original thought.

Final Portfolio

At the end of the semester, you will be expected to submit a portfolio of your best work. The portfolio should include various examples of your work that you feel represent your best effort. The portfolio should include selections from various writing assignments throughout the semester, including but not limited to journals, pre-writing exercises, outlining, revisions, and final drafts. In addition to selecting different writing exercises for your portfolio, you will need to write a reflection paragraph in which you explain why

you consider those items your best work, what you learned from the assignments and how you grew as a writer because of them. The grade you receive on your portfolio will take into account the depth and seriousness of your reflection and analysis as a learner.

8. Support Services

ESL Lab and ESL Tutors

If you need help completing the assignments or if you would like ideas on how to develop your essays, you can get it by going to the Learning Skills Center located in L106. This lab has computer stations that are equipped with grammar to help you complete your course assignments or get additional practice with the use of a computer. In addition, ESL tutors will be available to assist you with grammar points, homework assignments, and/or essay development.

9. Method of Evaluation

Attendance and class participation	(50 points)
Final Portfolio Project	(50 points)
Binder	(50 points)
Homework	(150 points)
Essays	(300 points = 50 points each, final essay worth 150 points)
Grammar Quizzes	(100 points = 50 points each)
Midterm	(100 points)
Final	(100 points)
A = 90 - 100%	810 – 900 points Superior (Passing)
B = 80 - 89%	720 – 809 points Good (Passing)
C = 70 - 79%	630 – 719 points Average (Passing)
D = 60 - 69%	540 – 629 points Below Average (Not passing)
F = 50 - 59%	539 and below Fail

Note: This course adheres to the policies outlined in the Cuyamaca College catalogue. For further information, see Academic Policies stated in the catalogue.

10. How to get a hold of me:

Office Hours:	Monday	10:00 – 11:00
	Wednesday	10:00 – 11:00 (via e-mail)
	Tuesday, Thursday	1:00 – 2:30
Office:	B 175	
Telephone:	(619) 660-4230	E-Mail: alicia.munoz@gcccd.edu