

ARIZONA WESTERN COLLEGE
SYLLABUS

ESL 91G READING AND WRITING 1B

Credit Hours: 3 Lec 3

PREREQUISITE: ESL 91F or proficient entrance score on the ESL placement exam

NOTE: It is recommended that this course be taken concurrently with Structure 1B and Listening and Speaking 1B.

COURSE DESCRIPTION

Reading and writing more complex material.

1. COURSE GOAL

Further develop student's basic reading and writing competence by use of selected structures and patterns as vehicles for integrated language acquisition.

2. OUTCOMES

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

- 2.1 hypothesize about the content of level appropriate reading selections based on titles and/or pictures and discuss related personal experiences and knowledge.
- 2.2 demonstrate understanding of increasingly more complex forms, advertisements, messages and short stories.
- 2.3 identify the main idea and some supporting details of readings through the use of skimming and scanning techniques.
- 2.4 infer the meaning of unfamiliar vocabulary through the application of word-attack strategies.
- 2.5 write guided compositions of paragraph length about familiar topics with appropriate use of simple present, present continuous and simple past tenses.
- 2.6 use rhetorical patterns as description, narration and comparison.
- 2.7 paraphrase sources of input the class has read.
- 2.8 demonstrate appropriate use of pronoun reference and basic mechanics.

3. METHODS OF INSTRUCTION

- 3.1 Total Physical Response (TPR), along with the audio-lingual and natural approach
- 3.2 Lecture
- 3.3 Oral reading, skimming, and scanning
- 3.4 Class discussions related to readings
- 3.5 Supplementary readings
- 3.6 Brainstorming activities
- 3.7 Free and guided writing activities
- 3.8 Peer evaluation for revision and editing processes
- 3.9 Error analysis

- 3.10 Group and pair work for discussions, role plays, information gap exercises, and problem solving

4. LEARNING ACTIVITIES

- 4.1 Reading fluency:
- a. Pre-reading activities: Students will be directed and encouraged to hypothesize about the selected readings based on title and pictures and by relating these to their personal experiences and knowledge. Hypothesizing skills will also be used with items such as unfamiliar words and comprehension questions.
 - b. Reading activities: Students will test their hypotheses by reading for the main idea. They will also read for details and scan for specific pieces of information.
 - c. Follow-up activities: Students will answer questions about the selections, discuss related issues, and engage in relevant writing tasks.
- 4.2 Writing fluency:
- a. Pre-writing activities: Students will learn and practice the appropriate vocabulary, grammatical structures, mechanics, and patterns.
 - b. Writing activities: Students will write more detailed short paragraphs based on models presented in class. They will work together in groups to correct and improve their paragraphs according to a checklist before completing a final draft.
 - c. Follow-up activities: Students will look over corrections and comments made by the instructor and have the opportunity to ask for clarification.
- 4.3 Students will participate in a variety of teacher-centered, student-centered, individual, pair, and group activities.

5. EVALUATION

- 5.1 Attendance
- 5.2 Class participation
- 5.3 Assignments (grades for compositions are based on form, organization, content, grammar, and mechanics.)
- 5.4 Unit exams, quizzes, and a final will be given

6. STUDENT RESPONSIBILITIES

- 6.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 6.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 6.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or

ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.

6.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor’s signature—will be subject to the procedures and consequences outlined in AWC’s Student Code of Conduct.

6.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
6.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for “No Show” reporting during the first 10 days of each semester.

Students who have enrolled but have never attended class may be issued a “No Show” (NS) grade by the professor or instructor and receive a final grade of “NS” on their official academic record. An NS grade may result in a student losing their federal financial aid.

For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):

- Submitting an academic assignment
- Taking an exam, an interactive tutorial or computer-assisted instruction
- Attending a study group that is assigned by the school
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course