# High Intermediate ESL A
### English as a Second Language
### Elgin Community College

### **Fall 2020**

**Instructor:**

**Phone:**

**ECC Email:**

**Class number: ESL 015._____**

**Class Schedule:  (Days/Times)** Class will meet regularly via Zoom at _days/times_____.  Meeting links will be provided in D2L

**Class Location:**  Students will study remotely via D2L and Zoom.  We will not be meeting on campus.

**Credit Hours: (required)**

**Office Hours/Location**  Office hours will be via Zoom at: _days/times_____.

All union instructors are expected to have online (Zoom) office hours.

**Important Dates: (First/Last day of class, holidays, no class dates, etc.)**

**Class Starts            Class Ends**

**Prerequisite:**  Must be a non-native speaker of English who needs to work on basic skills.  A placement test and departmental consent are required. Students on certain types of visas may not qualify for the program.

Students will need reliable access to a device and internet or wifi to successfully participate in this course.

**Description:** High Intermediate ESL A is for individuals who have a foundation in English and who demonstrate oral and writing proficiency in expressing everyday needs. At this level, students will expand vocabulary and build grammar skills as they learn how to write formal letters and detailed logical paragraphs. Students will also develop critical reading and listening skills with short written works. They will strengthen their oral skills through extensive practice in a variety of contexts. A student must complete and pass a departmental grammar test at the end of this course before being allowed entrance to High Intermediate ESL B. Course is repeatable to a maximum of 24 credit hours.

**Textbook/Materials Used:** D2L, Zoom, Google, Quill, Commonlit, Youtube videos

**Course Outline:**
1. Learning Skills/Soft Skills
   a. Create a study schedule.
   b. Identify strengths and challenges to learning.
   c. Explore and implement learning strategies.
   d. Use print and online dictionary and thesaurus
   e. Employ strategies to develop academic vocabulary
   f. Identify barriers to learning.
   g. Discuss strategies for overcoming barriers.
   h. Identify self-directed learning strategies.
   i. Employ self-monitoring and reflection strategies to gauge progress.
2. Environmental Awareness
   a. Read fiction and non-fiction texts related to the theme of environmental awareness from different disciplines (e.g., science, social studies, and social sciences) that include academic vocabulary.
   b. Use graphic organizers, diagrams, or charts to analyze texts related to environmental awareness.
   c. Present and explain text analysis (e.g., graphic organizer, diagram, or chart).
   d. Answer text-dependent questions about the text. Use text references (evidence) when answering questions.
   e. Make simple inferences based on the text.
   f. Identify the author's purpose of the text (e.g., inform, persuade, or entertain).
   g. Evaluate the credibility and accuracy of texts from print and digital sources.
   h. Select and evaluate appropriateness of information from a variety of resources.
   i. Use presentation software (e.g., PowerPoint or Google Slides) to create and deliver a presentation on a topic related to environmental awareness.
3. Career Readiness

a. Explore careers including entrepreneurial possibilities and write a paragraph discussing short and long term goals for a chosen career.
b. Examine postsecondary options for degree, technical/vocational, and continuing education programs in the U.S. (Include key terms from *Preparing Your High School Student for College* available from the Alliance for College Readiness)*.
c. Discuss importance of resume and cover letter.
d. Identify and collect information for components of a resume.
e. Discuss sources of support for resume writing and job searching.
4. College Readiness
    a. Analyze the demands of college-level work including time requirements, grade point average minimums and other requirements. Calculate grade point averages.
    b. Access information on academic programs from a variety of sources, such as brochures, college catalogs, staff presentations, and college websites.
    c. Conduct interviews with post-secondary students and/or advisors,
    d. Calculate costs of different postsecondary programs. Research possibilities for funding.
    e. Write a minimum of two paragraphs including a descriptive paragraph reflecting on one's skills and abilities for a particular career using a process approach. Use a word processing program (e.g., Microsoft Word or Google Docs) to publish final draft.
    f. Use a web-based course management system (e.g., Desire2Learn) to access course information.
    g. Collaborate with classmate(s) to complete academic tasks including using an online document sharing tool (e.g., Google Drive or Dropbox) to collaborate on a document or slide presentation.
    h. Discuss cyber security.
    i. Read literary texts.

## Course Outcomes:
- *Course Content Outcomes*

## Reading
A. Read passages or articles on familiar and new topics.
B. Use authentic materials to get information (both print and electronic).
C. Predict meanings of unfamiliar vocabulary by using contextual clues in reading material on familiar and new topics.
D. Identify main idea and supporting details in passages or articles on familiar and new topics.
E. Identify chronological order and sequence markers.
F. Read work-related memos and emails.

## Writing
A. Combine simple sentences using connectors/conjunctions.
B. Write paragraphs with main idea, supporting details, and conclusion.
C. Write simple step-by-step instructions.

    D. Write a simple letter.

## Speaking and Listening
    A. Participate in/ respond to face-to-face and phone conversations in familiar contexts.
    B. Give and follow multi-step oral directions and instructions.
    C. Respond to requests for elaboration, using examples and details to clarify meaning.
    D. Distinguish between polite and impolite language use.
    E. Respond appropriately to small talk in everyday situations/ participate in social conversations.
    F. Describe a process.
    G. Express opinions giving reasons and examples.

## Math
    A. Use place value understanding to round multi-digit whole numbers to any place.
    B. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.
    C. Use place value understanding to round decimals to any place.
    D. Add and subtract mixed numbers with like denominators. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
    E. Use decimal notation for fractions with denominators 10 or 100.

## Grammar
    A. Demonstrate high intermediate grammar skills (e.g., reflexive pronouns; past continuous verbs; wh- questions; coordinating conjunctions (and, but, so, or, both…and, either…or); intensifiers (very, too, enough, so); modals (can/may /could, have to/must, could/might/may, should/ ought to, would); comparisons (more…than, less…than, the most, the least, as…as, same…as, different… from); subordinate clauses (cause (because), time (before, after, when, while, until); gerunds/infinitives.

## Technology
    A. Create and edit documents related to employment and education.
    B. Create a slideshow and use to support oral presentation.
    C. Create original products based on research.
    D. Use a web-based course management system (e.g., Desire2Learn) to access course information.
    E. Use an online document sharing tool (e.g., Google Drive or Dropbox) to collaborate on a document or slide presentation.
    F. Select and evaluate online resources for learning.
    G. Conduct online research for an academic purpose.

## Learning Skills/ Soft Skills
    A. Create a study schedule.
    B. Identify strengths and challenges to learning.
    C. Explore and implement learning strategies.

D. Use print and online dictionary and thesaurus.
E. Employ strategies to develop academic vocabulary.
F. Identify barriers to learning.
G. Discuss strategies for overcoming barriers.
H. Identify self-directed learning strategies.
I. Employ self-monitoring and reflection strategies to gauge progress.

**Methods of Instruction:** Direct instruction, cooperative learning, computer-based learning

**Course Requirements:**

- Log into D2L a minimum of three times a week to stay active and involved in the course.

- Attend regular synchronous sessions via Zoom and participate in discussions and activities.
  - Do assigned readings and complete assignments.
  - Be an active learner.  Ask questions when you have them.
  - Remember you are a part of a community of learners.  Reach out to others and make connections.  This is an important part of distance learning.

**Synchronous Learning:**

We will be meeting twice each week via Zoom.  I will be looking forward to seeing all of you.  Please be on time and treat this time as if you were attending class on campus.  Find a quiet spot to attend meetings. Share this schedule with your family, and if you can, have a responsible adult in your household watch children so you won't be interrupted when we meet.  If you are unable to attend a meeting, please communicate this with me as soon as you can.

Things to have on hand during synchronous meetings:

- Your device
- Device charger
- Headphones or earbuds, if you need them
- Notebook and a pen or pencil

**Asynchronous Learning:**

Asynchronous learning is a little bit more flexible.  This will also require a quiet

space, and it's a good idea to plan a regular time to do this.  Let your family know that you will need quiet time to complete your assignments.  Many students make time after work or after putting kids to bed to work on their class homework.

**Measures of Student Performance:** formal and informal instructor assessment of skills including (but not limited to) class participation, projects, group participation, objective tests, oral assessment, and final exam.

**Grading Standards:**  (per instructor) Students will earn credit (CR) or no credit (NC).   A grade of credit (CR) in this class is earned by:

- Maintaining consistent attendance.
- Completing all homework and other assignments in a timely manner.
- Coming to class prepared.
- Maintaining a 75% average on all homework, in-class assignments, and quizzes.
- Demonstrating mastery of the course objectives.
- Passing the Mastery Test (content, writing and/or grammar) for the level.

**Attendance Policy:**  Regular attendance is expected and important to your success.  If you miss the first 3 classes, you are automatically withdrawn from the course.  If you miss 3 classes in a row, you will be withdrawn from the course.  Please contact your instructor if you are absent.  If you must drop the class, please speak to your instructor and then notify the front desk by calling 847-214-6904.

**Classroom Behavior:**  Students are expected to conduct themselves in a respectful, responsible, orderly, civil manner by showing respect for one another, the instructor, and the virtual classroom environment.  Any behavior that interferes with the learning environment and disrupts the learning experience of others is prohibited.  All students are expected to comply with the Student Code of Conduct and all other college procedures as stated in the current College Catalog.

**Disability Services:** Elgin Community College (ECC) views disability as an important aspect of diversity and is committed to providing an equitable and accessible learning environment for all students. The Student Disabilities Services (SDS) office collaborates with students who have disabilities to provide and arrange reasonable accommodations to foster full participation in courses and campus experiences.

If you have a disability (e.g., vision, hearing, speech, psychological, ADHD, TBI, health, intellectual, autism, learning, physical, etc.), please visit www.elgin.edu/ada, complete the "Registration Form" under "New to Student Disabilities Services," gather documentation on your disability, and schedule an intake appointment.

If you have received accommodations in the past at ECC and need accommodation letters for your courses this semester, please visit www.elgin.edu/ada and complete

the "Request Form" under "Returning Student" as soon as possible.

While ECC will not compromise or waive essential skill requirements in any course or degree, students with disabilities may be supported with reasonable accommodations to help meet these requirements. The laws state that students do not need to disclose a disability, but if reasonable accommodations are needed, the students must disclose a disability to the SDS office and provide documentation on the disability during the intake appointment. If students do not follow the intake process through the SDS office, ECC does not need to provide reasonable accommodations to standard procedures.  If you have any questions, please contact sds@elgin.edu or 847-214-7717.

**Class Schedule:** Each lesson will take 1-3 weeks depending on topic. Module 0 is one week. Dates are to be added by instructors for their specific courses.

| WEEK/DATE | TOPIC |
|---|---|
| **Module 0** | Introductions and trainings on relevant technology |
| **Module 1** | Learning Skills/ Soft Skills |
| **Lesson 1** | Getting to Know You and Making a Schedule |
| **Lesson 2** | Explore and identify obstacles |
| **Lesson 3** | Explore and identify learning skills soft and skills |
| **Lesson 4** | Learning Strategies and Soft Skills |
| **Lesson 5** | Review of Module and Assessment |
| **Module 2** | Environmental Awareness |
| **Lesson 1** | Identifying Environmental Problems |
| **Lesson 2** | Man and the Environment |
| **Lesson 3** | The Great Lakes |
| **Lesson 4** | How to Protect the Earth |
| **Lesson 5** | Review of Module and Assessment |

| Module 3 | Career Readiness |
|---|---|
| **Lesson 1** | Identifying Acquired/ Transferable Skills |
| **Lesson 2** | Identifying Acquired/ Transferable Skills |
| **Lesson 3** | Career Exploration and Skills Inventory |
| **Lesson 4** | Career Research |
| **Lesson 5** | Resumes and Cover Letters |
| **Lesson 6** | Resumes, Cover Letters, and Interview Skills |
| **Lesson 7** | Review of Module and Assessment |
| Module 4 | College Readiness |
| **Lesson 1** | Exploring the ECC College Website and College Readiness |
| **Lesson 2** | College Readiness Personal Assessment |
| **Lesson 3** | Community College and the College Process |
| **Lesson 4** | Career Education Pathways |
| **Lesson 5** | Career Education Pathway Research |
| **Lesson 6** | Review of Module and Assessment |