

### Course Syllabus

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Office Hours: M-F 9:35 – 10:00 a.m.



Class Hours: MTWRF 7:30 – 9:35 a.m.

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### Course Descriptions

ESOL 92 is a 2-semester preparatory course for ESOL 94 and is composed of the following classroom and computer lab sections.

#### **ESOL 92S High Intermediate English for Speakers of Other Languages (7 credits)**

5.5 hours lecture, 4.5 hours lecture/lab per week

Prerequisite(s): Completion of ESOL 91F and/or ESOL 91S, or a score over 50 on the CELSA Placement Test and placement by writing sample test.

Corequisite(s): ESOL 92L Comment: Credit/no credit grading only

ESOL 92S is the third in the series of ESOL courses preparatory for entrance into ENG 100/ESL 100, and other college-level course work. Designed to enhance and accelerate the development of English for non-native speakers of English. Focuses on critical thinking through writing and reading. Uses discussion to practice and expand language and make students more informed.

Upon successful completion of ESOL 92S, the student should be able to:

- Analyze, synthesize, and validate in written and oral reports information found in reading and listening material.
- Demonstrate ability to respond tactfully and completely when working collaboratively with peers to accomplish tasks that elaborate and extend other people's ideas.
- Evaluate, persuade, and argue a point orally and in writing.
- Apply self-monitoring and self-corrective strategies.

#### **ESOL 92L Lab for High Intermediate English for Speakers of Other Languages (1 credit)**

2 hours lecture/lab per week

Prerequisite(s): Completion of ESOL 91F and/or ESOL 91S, or a score over 50 on the CELSA Placement Test and placement by writing sample test.

Corequisite(s): ESOL 92F or ESOL 92S Comment: Credit/no credit grading only

ESOL 92L is a lab section of ESOL 92F and 92S. 92L, held in the I'liahi computer lab, provides instruction in word processing, the use of email, and the accessing of the WWW. Word processing, e-mail, and WWW are then used during the lab to support the content of 92F and 92S and further develop language. The lab also provides supplemental exercises in grammar, reading, listening, and other areas that students might need or want to work on.

Upon successful completion of ESOL 92L, the student should be able to independently:

- Write clear summaries of information received electronically.
- Gather information and opinions from electronic chat rooms and listservs.
- Use advanced functions of word processing programs.
- Write and send journal entries electronically.
- Find web sites that contain exercises and activities that are useful for the student's English language development.
- Gather data through the Internet on the social issues discussed in the readings.
- Apply strategies for judging the quality of the information gathered on the Internet.

Language is used and learned through the processing of information.

One goal of this course is to develop your English by reading and listening to materials about themes from different academic disciplines often encountered in college classes and then writing and talking about what you have learned.

A second goal of this class is to prepare you for regular college courses. In all American college classes you will be expected to work collaboratively with your peers and do research. Hence, another main goal of this course is to give you opportunities to work collaboratively and to do research.

### **Required Materials and Texts**

- Required textbook: Pakenham, K. J. (2005). *Making connections: An interactive approach to academic reading*, (2<sup>nd</sup> Edition). (available in the KCC Bookstore).
- Recommended reference: *Collins Cobuild – Essential Disctionary* paperback.
- Additional materials given to you throughout the semester by the instructor.
- 3-ring binder and 1 pkg. of section dividers for your "ESOL 92 Language Development Portfolio" (1-1/2" with inside pockets, available in the KCC Bookstore).
- Notebook paper: American college-ruled 8-1/2 x 11" loose-leaf.

This course will cover one major theme presented in the text, *Making Connections:*  
Living in a Multicultural Society                      Unit 2                      pp. 57-110

### **Promotion Criteria**

- NC** (no credit)                      =                      Student does not fulfill minimum requirements **or**  
Student fulfills the requirements and achieves an average below 70%. Student must repeat ESOL 92.
- C-** (credit continue) =                      Student fulfills minimum requirements and achieves an average score of 70-84%. Student will be promoted to the second semester of ESOL 92.
- C+** (credit advance) =                      Student fulfills minimum requirements and achieve an average score of 85% or above. Student will be promoted to ESL or ENG 100.

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## **Minimum Requirements and Evaluation**

ESOL 92S is an integrated skills course, combining listening, speaking, reading, and writing tasks, and attention will be paid to each of these skill areas throughout the semester.

This course is designed to give you the opportunity to work individually and collaboratively in order to:

- receive input,
- produce output,
- participate in interactions,
- get feedback, rehearse,
- understand about language,
- understand about learning.

If these opportunities are positively taken up, your language will develop rapidly over the semester.

The following are required in this section of ESOL 94S:

- complete all **writing assignments**, to be done in/outside of class, and turn them in on the date that they are due to ensure a response from me and course completion;
- complete **other class assignments**, to be done in/outside of class, in a timely manner;
- complete all vocabulary quizzes, reading tests, and mid-term and final exams as required;
- **participate** in class activities, including all class discussions; and
- **attend class regularly and promptly.**

Your course grade will be determined by my P5 grading system:

### **( Prepare , Practice , Produce , Prove ) + Participation**

Students must achieve 85% in each of the first 4 categories; the last category, Participation, is an extra-credit category used for your final grade assignment.

“Prepare” means to get yourself ready to do something. Preparation Points will be given for in-class and out-of-class activities not collected and graded that prepare you for other activities or assignments; for example, a homework assignment that prepares you for a class discussion.

“Practice” means to do something repeatedly so that you will get better. Practice Points will be given for speech practice, vocabulary and grammar activities and assignments, and certain reading and writing activities and assignments.

“Produce” means to provide output. Production Points will be given for oral reports and presentations, and extended writing assignments.

“Prove” means to show yourself capable of doing something. Approval Points will be given for mid-term and final exams, the final speech assignment, and your language development portfolio.

“Participation” means to be an active, contributing member of a group. Since a portion of your course work will be dedicated to group work, active and positive participation by all class members is essential. Participation refers to how seriously you take yourself, your classmates, this course, and the topics raised in the classroom. It also has to do with the amount of effort you put into your assignments and the degree to which you work towards making this course your own. Careful attention to the thoughts of others, incorporating those ideas into your writings (with proper credit when necessary), contributing to the learning of others in the class by sharing your thoughts, and other collaborative gestures on your part are expected. In this category, you will be given Participation Credit for coming to class prepared, contributing during class activities, using language positively both orally and by computer, and following the miscellaneous class policies. Each week, your credit will be “banked”, sort of like a savings account, until the end of the semester, when I will “cash-in” your accumulated credit. I will consider this extra credit for students who may be weaker in some other grading areas when determining final grades.

### **Attendance**

You are expected to attend class on time every day. However, I understand that there may be times when you are not able to come to class. My understanding of the situation does not mean that you are not responsible for the material that you missed.

**You are responsible for all material covered in class and for all assignments.**

Please note that general class announcements, directions, exams, and quizzes will be given at the beginning of class periods. If you are late or absent, you must get any missed assignments, explanations, directions, information, and handouts from your classmates. If you miss an exam or quiz due to absence or lateness, it cannot be made up, and you will lose the points. The only exception to this is if you have an acceptable and verifiable excuse (a Dr.’s note, an accident report, a police report, etc.).

**Repeated absences and tardies will most likely result in failure of this course.**

### **Late Work**

I expect all assignments to be submitted in class on the date that they are due. Late assignments will not be accepted for credit. Additionally, keep in mind that many classroom activities require related papers and homework assignments in order to receive credit. Full participation is a requirement, and these daily classroom activities cannot be made up. The exception to this is late work that has an acceptable and verifiable excuse (a Dr.’s note, an accident report, a police report, etc.).

**Repeated late submissions of work will most likely result in failure of the course.**

### **Academic Honesty**

Rules regarding academic honesty and intellectual property are different across cultures. However, all UH system students are expected to abide by a particular definition of academic honesty, one that is common to community colleges and universities in the US. Students who do not follow these rules, for whatever reason, may be charged with cheating or **plagiarism**. In the UH system, common punishments for

such violations include failing the assignment, failing the course, suspension from the university, or even expulsion.

The following definition of plagiarism is from the UH-Manoa Student Conduct Code:

Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms. (University of Hawai'i at Manoa Student Conduct Code, 1992, p. 6)

It is ultimately each student's responsibility to understand the rules regarding plagiarism and cheating at UH, and to learn how to avoid such violations. Please note that this course will devote class time to avoiding plagiarism.

### **Miscellaneous Policies**

Although this is a course for developing academic English, I do not maintain an "English Only" policy in the classroom. First languages can be useful for clarifying and exchanging ideas when done quickly and appropriately. However, it is expected that only English will be used for all course activities and assignments. First languages should not be used for general group or peer discussions, or to "chit-chat", especially when language is used to exclude from conversations classmates who do not speak the same native language. This is considered linguistic discrimination and will not be tolerated in this classroom.

You are required to use your UH e-mail address for any and all e-mail correspondence in this course. E-mails from other addresses (MSN, Yahoo, etc.) are not accepted and will be discarded without reading. In addition, you will be required to use [webct.hawaii.edu](http://webct.hawaii.edu) for our weekly computer lab session and activities.

Please do not send regular course papers or assignments by e-mail or by attachment unless told otherwise. Turn in hard copies only.

Over the semester, you will maintain a "Language Development Portfolio": a 1-1/2" three-ring binder with section dividers for all of your class assignments. More details TBA.

Please turn off all cell phones, pagers, and other things that beep, ring, chirp, chime, or can play music, while in our classroom. At no time may anyone engage in phone conversations in the classroom for any reason.

Please do not smoke in the doorway or under the roofed area of the l'iahi building, nor in the stairwells or under any roofed area of any other building on campus, which are all considered areas of buildings, and therefore, **No Smoking Areas**. Smoke in courtyards or open areas around campus buildings, where there is an ashtray, and dispose of your cigarette trash responsibly.

This class is a safe zone. I will not tolerate discrimination on the basis of gender, ethnicity, sexual orientation, or religion. Any violation will be referred immediately to the dean of students for disciplinary action.

If you have a disability and have not voluntarily disclosed the nature of your disability and the support you need, then please contact the Special Student Services office at 743-9552, located in Ilima 105.

This syllabus and the course schedule are subject to change at the teacher's discretion with appropriate notice.

If you have any questions, please feel free to talk to me after class, by e-mail, or make an appointment for an office conference.