



HLC Accreditation Evidence

- English 1111 Introduction to English Language

URL:

Office of Origin:

- Vice President of Instruction

Contact(s):

- Executive Director of Foundational Education

ENGL 1111 Introduction to English Language

Template Section Institutional Template 6 Credits 03/01/2019 to 01/22/2022

Meeting Times

Contact Information

Course Description

A course in the development of speech skills, the pronunciation of English and English sentence patterns, some English reading comprehension, and an understanding of American customs and diversity. An introductory English class with emphasis on survival skills, it is open to all students whose first, primary or home language is not English, regardless of the student's age, place of residence, ethnic background, academic plans or previous educational attainment.

Prerequisite(s)

ESOL Accuplacer total score 0 – 120. Students in Intro to English Language must concurrently enroll in Academic Vocabulary, Sentence Structure, Conversation, and ESOL Lab.

Course As Viewed In The Total Curriculum

This English class is for local or international students whose first or only language is not English, and who want to learn or review the basics of the English language, or to improve limited English language skills. There is no requirement that the student know any English before enrolling.

This course is designed to allow students to integrate with some confidence into the main stream of English-medium higher education at BCC or elsewhere. The primary purpose of the course is to provide students with a basic command of English so that they can then go on to master the subtleties of college-level English through a further sequence of college ESOL courses. Secondary course purposes may range from imparting basic English literacy and helping to improve students' employability with work-related vocabulary, to aiding interested students to achieve a degree of English fluency sufficient to pass the United States Citizenship examination.

This course will address the particular problems faced by the non-English speaking student at an English-medium college like BCC, and in a primarily English-speaking environment such as is found in this country. However, this is not a "bilingual" course. While always adjusting for individual students' needs, educational background, and level of English fluency, classroom instruction and assessment will be carried out in the English language to the greatest degree possible, following current best pedagogical practice.

This course is developmental and will not count towards graduation at BCC. This course does not transfer and may not be used to help fulfill credit and course requirements for general education at most if not all Kansas Regents' institutions.

This course may not be re-taken for credit if a student has already passed the class once.

Outcomes & Competencies

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Instruction will seek to integrate speaking, reading, writing, and grammar strategies. By reading, speaking, listening, discussing, and writing in English, students gain understanding of and proficiency in the English language.

Course Outcomes, Competencies, and Supplemental Competencies:

- A. Develop a basic proficiency in understanding spoken English.
 - 1. Ask short answer, information and tag questions correctly in English.
 - 2. Explain the cultural differences experienced in this country and identify ways to understand these differences and deal with them effectively.
- C. Develop an elementary knowledge of English grammar, spelling rules, and pronunciation skills.
 - 1. Express present, past, and past progressive verbs in English.

2. Employ English future tense verbs into speaking and writing.
 3. Demonstrate proper use of English plural nouns and pronouns in speaking and writing.
 4. Apply English comparative adjectives and adverbs.
 5. Choose appropriate English phrasal verbs and adverbs.
- D. Order sentences in spoken and in written expression using basic structures common to Standard English.
1. Employ connecting words and transitions in speaking and writing English.
 2. Illustrate the seven English parts of speech in sentences and paragraphs.
 3. Compose paragraphs in English in complete sentences using vocabulary effectively.

Materials

Instructor Policies

Grading Methods

Institutional Policies

Academic Integrity

Academic Integrity is scholarship based on honesty, trust, respect, responsibility, fairness, and courage. Barton Community College pledges to uphold these core values of integrity in all aspects of teaching and learning. Students are the authors of submitted work and shall give credit to outside sources and other's work or ideas.

In all aspects undertaken by students, faculty, staff, and all other stakeholders of Barton Community College, the following pledge applies: On my honor as a Cougar, I am acting with integrity in academics. I am acting per personal and institutional values and refraining from any form of academic dishonesty, and I will not tolerate the academic dishonesty of others.

Acts of academic dishonesty, intended or unintended, are subject to Procedure 2502 [Academic Integrity](#) and may result in the grade of XF. Barton defines an XF grade as failure as a result of a violation of Academic Integrity.

Disability Services

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu

Student Code of Conduct

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Civil Rights Equity & Title IX

Barton Community College adheres to all federal and state civil rights laws, including Title IX, banning discrimination in public institutions of higher education. The College will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of many protected categories. Please refer to the entire policy at the link below.

Title IX protects against discrimination on the basis of sex, gender, sexual orientation, gender identity, including discrimination due to all forms of sexual harassment and sexual misconduct.

Annually, all enrolled students are provided the opportunity to participate in online Title IX training. The training link is sent to the student's Barton issued email account generally within the first month of enrollment.

Barton's Civil Rights Equity Policy (Policy 1132) is found at: https://docs.bartonccc.edu/policies/1132-Civil_Rights_Equity_Resolution.pdf (https://docs.bartonccc.edu/policies/1132-Civil_Rights_Equity_Resolution.pdf).

Problem Resolution

The College encourages an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the appropriate college staff. If a student disagrees with established rules of conduct, policies, practices, or if they feel their rights have been infringed upon, they can express their concern through the problem resolution procedure. No student will be penalized

for using the problem resolution procedure, or for voicing a complaint in a timely and business-like manner. Students are directed to the procedure linked below and are advised to pay attention to the limitations of the procedure and the strict adherence to timelines noted.

https://docs.bartonccc.edu/procedures/2615-problem_resolution.pdf (https://docs.bartonccc.edu/procedures/2615-problem_resolution.pdf).

Course Outline

Additional Items
