# BARTON COMMUNITY COLLEGE

##### COURSE SYLLABUS

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# GENERAL COURSE INFORMATION

Course Number:ENGL 1110

Course Title:ESOL Sentence Structure

Credit Hours: 1

Prerequisite:Student's statement thatEnglish is NOT his or her primary language. There is no

requirement that the student know any English before enrolling. This course may

be taken concurrently with ESOL I, ESOL II, or ESOL III.

Division and Discipline:Academic Division/ Developmental Education

Course Description:A course designed to help the non-native speaker improve his/her writing skills in English. The student will study the parts of speech, grammar, subject/verb agreement, and the mechanics of English sentence structure.

# INSTRUCTOR INFORMATION

# COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor which is based upon courtesy, integrity, common sense and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College’s 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.)

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act (ADA) is to notify Student Support Services via email at [disabilityservices@bartonccc.edu](mailto:disabilityservices@bartonccc.edu).

# 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.

This course is designed to provide focused instruction on sentence structure in the English language. 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.

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.

# ASSESSMENT OF STUDENT LEARNING

Course Outcomes, Competencies, and Supplemental 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.

A: Demonstrate an increase in spelling proficiency.

1. Identify the English application of commonly confused words (to/too/two).

B: Improve proficiency in correct use of grammatical structures in English.

1. Apply Standard English mechanics of spelling, capitalization, and punctuation in writing sample sentences.

C: Develop proficiency in Standard English language structures.

1. Compose coherent and complete simple and compound sentences in English.
2. Employ the following language structures to written and spoken communication:
3. Simple verb tenses and voice
4. Subject verb agreement
5. Nouns and pronouns

## INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

1. **TEXTBOOKS AND OTHER REQUIRED MATERIALS**

## REFERENCES

## METHODS OF INSTRUCTION AND EVALUATION

## ATTENDANCE REQUIREMENTS

## COURSE OUTLINE

**Revised 3/4/2015**