# BARTON COMMUNITY COLLEGE

**COURSE SYLLABUS**

# GENERAL COURSE INFORMATION

Course Number:ENGL 1122

Course Title:English for Speakers of Other Languages III (ESOL III)

Credit Hours: 3

Prerequisite: Successful completion of ESOL II or ESOL Accuplacer total score of

361-480 or instructor recommendation.

Division and Discipline:Academics Division/ Developmental Education

Course Description:In this higher level course, students will work toward greater fluency in Standard English. Areas of concentration will include accent reduction, vocabulary building, use of phrasal verbs, understanding of active and passive voice, and basic essay skills.

# 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.

# COURSE AS VIEWED IN THE TOTAL CURRICULUM

This English class serves as an extension of ESOL II for local or international students whose first or only language is not English, and who want to continue to advance their English proficiency.

This course is designed to allow students to matriculate with some confidence into the main stream of college-level English classes. The primary purpose of the course is to provide students with an acceptable command of English so that they can then go on to master the subtleties of college-level English through a further sequence of college English courses. Secondary course purposes may range from developing English proficiency 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.

Classroom instruction and assessment will be carried out in the English language.

ESOL III is a developmental course at Barton Community College, and as such, cannot be used to fulfill degree requirements as a fundamental course acceptable as general education credit towards any degree.

This course does not transfer for credit at most if not all Kansas Regents' institutions.

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

# ASSESSMENT OF STUDENT LEARNING

Barton Community College assesses student learning at several levels:  institutional, program, degree and classroom.  The goal of these assessment activities is to improve student learning.  As a student in this course, you will participate in various assessment activities.  Results of these activities will be used to improve the content and delivery of Barton’s instructional program.

Course Outcomes, Competencies, and Supplemental Competencies:

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

A: Sustain a conversation entirely in English using a functional English vocabulary

1. Demonstrate the ability to understand lectures, group discussions, dialogue, and conversation in English.

2. Demonstrate advancement in the use and pronunciation of English vowels and consonants and in English phrasing and intonation.

3. Respond appropriately in English conversations.

B: Exhibit confidence and competence when delivering a formal speech in the

English language.

1. Develop and organize a speech or presentation in the English language.
2. Research speech topics, as necessary, using English-based resources available in the library or on the World Wide Web.
3. Deliver coherent, well-organized speeches or presentations entirely in English.

 C: Compose an academic essay that demonstrates fluency in written English.

1. Employ planning strategies, including outlining, free-writing, brainstorming, and clustering.

1. Demonstrate the ability to choose a topic and write an appropriately limited thesis statement about the topic.
2. Exhibit proficiency in planning, drafting, and revising an extended piece of writing.
3. Research essay topics, as necessary, using English-based resources available in the
4. Demonstrate the ability to write a well-organized, substantially fluent and grammatical essay, complete with introductory, concluding, and body paragraphs

 D: Demonstrate the ability to read and comprehend text written in English.

* + - 1. Determine the main idea and supporting details in a text written in English.
			2. Determine the major elements of a text written in English including the central

 theme, main characters, and setting.

* + - 1. Distinguish between the organizational structures used in English text (sequence,

 cause/effect, comparison/contrast).

* + - 1. Apply an understanding of the structure of English sentences to derive meaning

 from a text.

# INSTRUCTOR'S EXPECTATIONS OF STUDENT CLASS

# TEXTBOOKS AND OTHER REQUIRED MATERIALS

# REFERENCES

# METHODS OF INSTRUCTION AND EVALUATION

# ATTENDANCE REQUIREMENTS

# COURSE OUTLINE

Revised 3/9/2015