

# HCCC Fall 2023 Syllabus

## ESL Reading II & Academic Discussion II

### ESL 042/062 – 05

**Pre-requisite:** ESL 017 or placement testing

**Instructor:**

**Email:**

**Class Days:**

**Class Time:**

**Class Location:**

Tuesday

Thursday

#### **COURSE DESCRIPTION:**

*ESL Reading II* (042) and *ESL Academic Discussion II* (062) are integrated Reading and Academic Discussion courses that build on the reading, listening and speaking skills students acquired in ESL 017 or demonstrated by achieving a Level 2 placement on the HCCC Reading and Listening Placement Tests. In these courses, students increase their ability to comprehend written text through repeated exposure to thematically-related concepts and vocabulary. Students become familiar with the organization of a text learning how to identify main ideas and supporting details. All reading skills covered and practiced in the course are designed to facilitate comprehension and retention of content. Students demonstrate that understanding through Reading Comprehension Tests, text summary, paraphrase and the use of learned vocabulary in their own speech and writing.

Texts and audio/visual components are used extensively to increase students' understanding and retention of content. Extensive reading aloud and text-based activities also help students acquire understanding of the linkage between spoken and written English. Students learn spelling rules and how to use them to infer the pronunciation of new vocabulary words. They learn the stress, intonation and rhythmic patterns of spoken English. They learn questioning techniques and use them in group-discussion activities. They hone their critical thinking skills and learn to respond to the content of the readings and the ideas expressed by their classmates and their teacher.

*ESL Reading II* and *ESL Academic Discussion II* use the theme "The Immigrant Experience". Through texts, supplementary readings and audio and visual components related to immigration,

students explore and reflect upon their own experiences as immigrants and learn how they fit into the immigrant history of the United States. Students discuss, read, and write about the varied causes of emigration, stages of culture shock, acculturation, and the complexities of living in a multicultural/multilingual society. The students' own personal experiences are used to help them grasp general concepts related to immigration. This in turn prepares students for understanding historical facts and events.

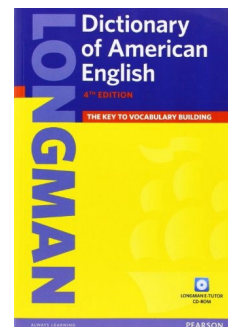
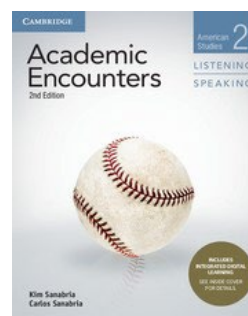
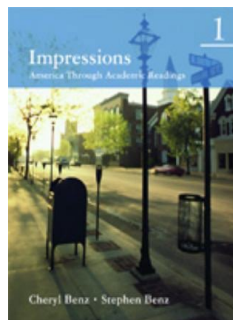
## REQUIRED TEXTBOOKS

Students may order books from the HCCC Bookstore, directly from the publisher, or from any other online source.

Order online through the HCCC bookstore: <https://www.bkstr.com/udsoncountycstore/shop/textbooks-and-course-materials>

Students may also go to the HCCC bookstore in person at 162 Sip Ave. in Jersey City or 4800 Kennedy Blvd. in Union City.

1. *Impressions 1: America Through Academic Readings* (Cengage/NGL)  
ISBN 139780618410262.
2. *Academic Encounters LS 2* (Cambridge) ISBN 9781108638722
3. *The Longman Dictionary of American English with Thesaurus*, Fourth Edition  
Pearson/Longman: ISBN 9780132449779 (Or another paper dictionary)



## STUDENT LEARNING OUTCOMES/OBJECTIVES

Upon completion of *ESL Reading II* and *ESL Academic Discussion II*, students will demonstrate reading ability as outlined in the *ESL Reading Descriptor for entry into ESL Level 3*. In response to reading material appropriate for an entering Level 3 student, students will be able to

- read a text aloud smoothly with accurate rhythm, stress and intonation, and respond to its content in speech and in writing;
- demonstrate general understanding of the central ideas and identify supporting details;
- demonstrate understanding of the General Academic Vocabulary necessary for entry into Level 3;
- demonstrate understanding of causes and effects in the text, make inferences, draw conclusions and predict outcomes based on the text;
- express and defend an opinion about the text; demonstrate ability to relate information and ideas from the text to their own lives or familiar situations.

### **Course Assessment:**

To pass these courses, students must satisfy the course requirements for attendance, homework, quizzes and tests. Additionally, they must receive a Passing Score on the **Level Test of Reading**, an average score of 70% or higher on three major **Reading Comprehension Tests**, an average score of 70% or higher on the **Midterm** and **Final Listening Tests**, and an average score of 70% or higher on the **Midterm** and **Final Speaking Assessments**.

### **Detailed Course Requirements and Assessment**

**To pass these courses students must:**

- Attend class regularly (no more than 2 absences in either class).
- Be on time to class.
- Submit homework assignments on the day they are due.
- **Participate actively in group activities.**
- Satisfactorily complete weekly quizzes and dictations.
- Complete **three major Reading Comprehension Tests**.
- Complete **Midterm and Final Listening Tests**.
- Complete **Midterm and Final Speaking Assessments**.
- **Receive a passing score on the Level Test of Reading.**

### **FINAL GRADES:**

**P** – This grade is for students who satisfactorily complete all course requirements

and receive a passing score on the Level Reading Test. They may take *Reading and Academic Discussion III*.

**R** – This grade is for students who do not receive a passing score on the Level Reading Test, and/or students whose class work does not demonstrate readiness for promotion to level 3 *Reading and Academic Discussion*. They must repeat *Reading and Academic Discussion II*.

**F** – This grade is for students who do not satisfactorily complete all course requirements, have violated academic integrity policies, and/or have excessive absences or lateness.

**Students receive the same Midterm and Final Grade for the Reading and Academic Discussion courses.**

A student is eligible for **Portfolio Review** if the student has satisfied the course requirements, earned a passing average on the three major Reading Comprehension Tests, a passing average on the Midterm and Final Listening Tests, and a passing average on the Midterm and Final Speaking Assessments.

### **MIDTERM GRADES:**

Students will be assigned midterm grades on or before October 31. Midterm grades are P, R, or F. Students receive the *same grade* for **Reading** and **Academic Discussion** courses. The midterm grades will appear in Liberty Link on the HCCC Portal under “Liberty Link for Students”. Midterm grades are ADVISORY. That means they give students information, but they DO NOT COUNT. Even if a student is not passing at midterm time, the student still has a chance to pass the courses. When students receive their **Final Grades**, their midterm grades disappear from the system.

### **TENTATIVE TOPICS, TEXTBOOK CHAPTERS, AND TEST SCHEDULE\* FALL 2023**

#### **Required Textbooks:**

- 1. Impressions 1: America Through Academic Readings (IM)*
- 2. Academic Encounters LS 2 (AE)*

Dates	Reading	Academic Discussion
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<b>Week 1:</b>	<p><b><u>Introduction to the course:</u></b> Syllabus; textbooks; course requirements</p> <p><b>Values and Impressions</b> IM Chapter 1 p. 1</p> <p><b>Diagnostic Reading Test</b></p>	<p><u>Ice-breaker</u> Group Discussion: What surprised you?</p> <p><b>Diagnostic Listening Test</b></p>
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<b>Week 2:</b>	<p><b><u>Values and Impressions</u></b> IM Chapter 2 Reading 1: <i>American Culture and Values</i> (p.2-11)</p> <p>Comparing Values from one culture to another</p> <p>Group Discussion: What values are the same? What values are different? How do you know?</p>	<p><b>American Values</b> AE Unit 4 p. 125 <b>American Values from the Past</b> AE Chapter 7 p. 127</p> <p><b>Pronunciation Handout 1</b> <i>Longman Dictionary</i> + Quizlet</p> <p>Using a Dictionary for Pronunciation: Symbols; Syllables; Syllable Stress</p>
<b>Week 3:</b>	<p><b><u>Values and Impressions</u></b> IM Chapter 1 Reading 2: <i>The American Value of Individualism</i> (p.12-19)</p> <p>Dictation 1</p>	<p><b>American Values from the Past</b> (cont'd) Vowels and Consonants; Short and Long Vowel Sounds</p>
<b>Week 4:</b>	<p><b><u>Values and Impressions</u></b> IM Chapter 1 Student Impressions: <i>Keeping to the Tradition</i> (p.20-21)</p> <p>Dictation 2</p>	<p>Quiz: Short and Long Vowel Sounds</p> <p><b>Pronunciation Handout 2</b> Pronunciation of -ED endings.</p>

<b>Week 5:</b>	Synthesize and Review Concepts and Vocabulary from <b>IM</b> Chapter 1.	<b>A Diverse Nation AE p. 41</b> <b>The Origins of Diversity</b> AE Chapter 3 p. 43 -
<b>Week 6:</b>	<u><b>Reading Comprehension Test 1</b></u>  New Material: <u><b>Immigrant Impressions</b></u> <b>IM</b> Chapter 3 Reading 1: <i><b>Immigration in the United States</b></i> (p. 59 - )	<b>The Origins of Diversity Continued</b> AE Chapter 3  Group Discussion: What challenges did Immigrant groups of the past experience? What contributions did they make?

<b>Week 7</b>	<u><b>Immigrant Impressions</b></u> <b>IM</b> Chapter 3 Reading 1: <i><b>Immigration in the United States</b></i> Continued.	<b>Midterm Listening Test</b> <b>Midterm Speaking Assessment</b>
	Midterm Grades are based most heavily on Reading Comprehension Test 1, the Midterm Listening Test, and the Midterm Speaking Assessment in addition to students' class participation.	Midterm grades are <b>ADVISORY</b> . That means they give students information, but they <b>DO NOT COUNT</b> . If a student is not passing at midterm time, the student still has a chance to pass the courses. When students receive their <b>Final Grades</b> , their midterm grades disappear from the system.
<b>Week 8</b> Midterm Week:	<u><b>Immigrant Impressions</b></u> <b>IM</b> Chapter 3 Student Impressions: <i><b>It Takes Courage</b></i> (p. 70-73)  Dictation 3	<b>Diversity in the United States Today</b> AE Chapter 4 p. 62  Midterm Test

Week 9	<u><b>Reading Comprehension Test 2 (Midterm)</b></u> <u><b>Immigrant Impressions</b></u> IM Chapter 3 Reading 2: <i>Who Belongs to Generation 1.5</i> (p.74)	<b>Diversity in the United States Today</b> AE Chapter 4 Continued  Pronunciation of -S endings.
Week 10	<u><b>Immigrant Impressions</b></u> IM Chapter 3 Reading 2: <b>Who Belongs to Generation 1.5?</b> Continued  Dictation 4	Quiz: Pronunciation rules for -ED and -S endings.  <b>American Values Today</b> AE Chapter 8 p. 143
Week 11	<u><b>Immigrant Impressions</b></u> IM Chapter 3 Reading 3: <i>Leonid Yelin: An Immigrant's Story</i> (p. 84)	<b>American Values Today</b> Continued AE Chapter 8
Week 12	Synthesize and Review Concepts and Vocabulary from IM Chapter 3.	Work on Group or Individual Projects
Week 13	<u><b>Reading Comprehension Test 3</b></u> (Practice Level Test)	Continue work on group or individual projects
Week 13	<b>Final Speaking Assessment (Presentations or Video)</b>	<b>Practice for Final Listening Test</b>

<b>Week 14</b>	<b>Level Test of Reading</b>	<b>Final Listening Test</b>
<b>Week 15</b>	<b>Culminating Activities which include reporting results of Level Test, Final Listening Test, Final Speaking Assessment and Final Grades, and which may include individual conferences.</b>	<b>Advisement, Registration for Spring 2023</b>

\*This outline is subject to change.