

Integrated Academic Reading and Writing 2
ESL-088-071 & ESL-089-071
Culture, Language and Learning
Paired Course Syllabus
6 Credits
Spring 2019

Instructor: Jeff Ellenbird

Email: jellenb@bhcc.mass.edu

Meeting Times: Tues/Thur 10:00 – 12:45

Classroom: B Building, Room B-218

Office Location/hours: D Building, 300-A

Mon 11:30 – 12:00, Tue 9:00 – 10:00, Wed 12:30 – 1:00, Thur 9:00 – 10:00

STUDENT SUPPORT

This course offers three areas of support for your academic success and growth.

Success Coach: Tahmina Matubbar, Life Map E-235-J, tamatubb@bhcc.mass.edu

Language Lab: Carmen Magaña and Joshua Heerter. E-144

Ace Mentor: A former ESL student will provide peer support.

COURSE CONTENT DESCRIPTION

Culture, language and learning

In this high-intermediate integrated skills paired course, you will explore different theories and ideas around culture, language and learning - and the complex ways that they interact. The materials for the class will consist of academic articles, short stories and podcasts which you will engage with through class discussions and writing short essays. Topics will include multiculturalism, theories of language learning, the structure of English, social linguistics, and multilingualism. Beyond improving your reading, writing and oral communication skills, an important goal of this class is for you to develop a deeper understanding of the English language, the language-culture connection and your own learning of English.

ESL-088/089 INTEGRATED COURSE DESCRIPTION

This high-intermediate course integrates the learning of the reading, writing and oral communication skills necessary for succeeding in college level classes.

PREREQUISITE: Grade of C or better in ESL 074, ESL 075, ESL 078, and ESL 079, or placement.

ESL COURSE STUDENT LEARNING OUTCOMES

Students who successfully transition out of the ESL program will be able to:

1. Build upon prior knowledge and experiences, using critical reading and listening skills to generate and communicate new knowledge.
2. Develop and improve pieces of writing, considering their audience and purpose, using the writing process.
3. Develop, organize and present ideas fluently, orally and in writing, to inform and persuade audiences.
4. Make personal connections between the curriculum, their learning and their lives.

Skills

Below are some examples of skills you will practice in this class

- Writing different types of essays, such as a personal reflection essay, an opinion essay supported by sources, a critical response to a text, and a summary
- Appropriating, paraphrasing and citing a text
- Revising and editing your writing
- Note-taking
- Delivering an oral presentation
- Creating a video presentation
- Group and class discussions
- Engaging in a fishbowl presentation
- Developing an E-portfolio

TEXTBOOKS

Making connections 3: Skills and strategies for academic reading, 3rd ed by Kenneth Pakenham, Jo McCentire and Jessica Williams, Cambridge, 2015. ISBN: 978-1-107-67301-4

First crossing: Stories about teen Immigrants, Edited by Donald R. Gallo, 2007. ISBN-13: 978-0763632915

The above books can be purchased at the BHCC Bookstore. See link below.

<https://tinyurl.com/BHCC-SP19-ESL-088-071>

MATERIALS

- Additional texts will be assigned through links on Moodle or as handouts in class
- 2 folders (one for holding your journal assignments and another one for holding all other handouts)

ASSIGNMENTS and EVALUATION for ESL-088 and ESL-089

Participation and discussion	5%
To demonstrate your reading skills and engage deeper with the texts, you will participate in class, fishbowl, group and paired discussions of the class materials. The purpose of these discussions is for you to practice your speaking and listening skills, to better understand the language and content of the texts, and to demonstrate your understanding of the texts. You will not only be evaluated by how often you speak up, but also on the depth of thought, critical thinking and understanding you demonstrate around the texts.	
Academic journal	20%
You will complete writing assignments in a journal in which you summarize, analyze and/or respond to the short stories, class readings and other materials. One important purpose of the journal is for you to reflect on the content of the readings and how it connects with ideas covered in the course. Though I do not expect your entries to be written in a formal style, I do expect them to be clearly written. I will not grade or correct grammar, spelling or punctuation. Instead I will grade your journal entries based on 1) your demonstrated analysis and understanding of the readings, 2) your skill in rephrasing ideas and concepts from the text in your own words, and 3) the depth of your reflection and engagement with the readings.	

All journal assignments must be submitted in word-processed format by the scheduled deadline. Late assignments will automatically have points taken off. If you are not able to attend a class in which a journal assignment, it is your responsibility to turn in a hard copy in the next scheduled class. Assignments are due on the assigned date. Late assignments will result in a lower grade. I will grade your journal assignments periodically throughout the semester and give you written feedback.

Reading quizzes	10%
You will take 3 reading quizzes based on the class readings. The quizzes will assess your reading comprehension, reading and critical thinking skills, and your understanding of ideas, concepts and academic vocabulary from the readings. There will be no opportunities for making up a quiz if you are absent, but the lowest score of every student's quiz will be dropped.	
Presentations	10%
Oral presentations: You will deliver 2 oral presentations to the class to demonstrate your speaking skills. <ul style="list-style-type: none"> • Oral history presentation: You will interview someone who immigrated to the United States and present their oral history to the class • English learning presentation: You will prepare, record, upload on E-Portfolio and present a short oral presentation about your experience learning English. 	
In-class essays	20%
You will write 3 in-class essays in which you analyze and respond to a text. You will then have the opportunity to revise the essay for a better grade. There will be no opportunities for making up an in-class essay if you are absent, but the lowest score of every student's essay will be dropped. The quality of your in-class essays are key in determining what English or ESL level you are ready for after this class.	
Out-of-class essays	30%
You will write 3 out-of-class essays with multiple drafts, each one with approximately 400-500 words and containing a thesis statement, introduction, body and conclusion.	
Portfolio	5%
You will create an E-Portfolio where you will post your essays, reflections and best works to showcase your learning in this class.	

Grading: Because this class integrates the learning of reading, writing and oral communication skills, you will get the same grade for ESL-088 and ESL-089.

Progressing through the ESL Program

The ESL Department is committed to accelerating you through the ESL Program as soon as you demonstrate that you are ready. For that reasons all of the assignments above will be used to determine what ESL level you are ready for or if you are ready to exit the ESL Program. Though your grade in this class will be an important indicator of what level you are ready for, the quality of your your portfolio - and especially your in-class essays - will be the ultimate indicator of what path you should take.

GRADING SYSTEM

Scores	Grades	Description
94~100	A	Excellent
90~93	A-	
87~89	B+	Good (Above average)
83~86	B	
80~82	B-	
77~79	C+	Average
70~76	C	
60~69	D	Below Average
< 60	F	Fail

W = Withdraw = If you think you are going to fail, withdraw. The deadline to withdraw from this course is April 11.

ATTENDANCE POLICY

Attendance is very important in this class and missing class or coming late to class will affect your grade, with more than 6 absences resulting in an automatic fail for the class. However, it is understandable that sometimes you have to be late or absent from class. For that reason, you are permitted a minimal number of absences and latenesses before it directly affects your final grade. It also means that no excused absences will be accepted.

Every absence will have a slight effect on your participation grade. After the 3rd absence, your final grade in the course will be decreased one grade increment (i. e. B- to C+); and every subsequent absence will also result in decreasing one grade increment. If you miss more than 6 classes, you will automatically fail the class.

You are expected to come to class on time, and arriving late will affect your attendance and participation grade. Students arriving 10 minutes late - but less than 30 minutes - will be marked late for that class, which will count as 1/4 an absence. For students arriving between 30-90 minutes late, the lateness will count as 1/2 an absence. Students arriving more than 90 minutes late will be marked with a 3/4 absence.

If you need to be absent, you are responsible for notifying me by email as soon as possible and checking Moodle for the next class homework assignment. When you come to the next class, you are also responsible for turning in any missing journal assignment or showing me completed homework that you have made up.

PLAGIARISM

Plagiarism is defined as the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes 1) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, 2) taking credit for work done by another person or doing work for which another person will receive credit, and 3) copying or purchasing others' work or arranging for others to do work under a false name.

For more information, see the Student Code of Conduct in the [Student Handbook](#).

COLLEGE ACCOMMODATIONS AND SUPPORT SERVICES

The Office of Disability Support Services is a student-focused department dedicated to assisting members of the BHCC community with documented physical and/or learning disabilities. Students may be eligible for services that include tutoring, testing and other classroom accommodations. To get more information or request an accommodation, contact the Disability Support Services Office at 617-228-2327. Students are encouraged to request accommodations as early as possible and ideally before the start of the semester. For information about programs and services please visit:

<http://www.bhcc.mass.edu/disabilitysupportservices/>

At Bunker Hill Community College, we are committed to your success. We know that at times you may be facing financial difficulties. If you are having trouble affording food, please let us know. We are fortunate to be partnering with several groups who are also committed to providing food for our students. Curious? Come visit the Single Stop Office in D-206 or call 617-228-3330.

TEACHING METHODS

Class discussion, group and pair work and oral presentations will constitute most of the class activity and because of that, your participation in class is very important and it will be evaluated. Most reading and writing assignments will be done outside of class as homework and students will showcase their work and reflections in a portfolio on E-Portfolio. Homework will be posted on Moodle and students will also need to regularly check their BHCC email account to stay in communication with the teacher.

CLASS DECORUM

In the classroom, everyone is expected to act respectfully with each other, both with the instructor as well as with other students. Acting respectfully includes being engaged in the classroom, not eating in class, not texting or talking on cell phones, and not leaving the classroom unless absolutely necessary. Disruptive students may be asked to leave the class. Please turn off cell phones during class. If you need to receive a call because of some emergency, please let me know at the beginning of class.

SCHEDULE (subject to change)

Topics	Skills and learning	Major assignments and assessments
Week 1 Jan 22 & 24 Adjusting to the US culture Unit 2	Introductions Syllabus overview Explaining concepts in your own words Evaluating a text based on your own experiences Writing mechanics and page formatting Parts of speech In-class writing: Your story about encountering English in the US	Lecture: Multiculturalism - Sociology Reading: Assimilation versus acculturation Reading: To Assimilate or to Acculturate? Textbook: The meeting of cultures Reflective self-assessment Intro to oral history presentation

Topics	Skills and learning	Major assignments and assessments
Week 2 Adjusting to the US culture Jan 29 & 31 Unit 2	Recognizing the organizational plan of a text Understanding point of view p. 84-87 Grammar: Question formation Non-verbal communication skills Success coach visit Thur 12:30-12:45	First crossing: Second culture kids Textbook: One world: One culture Oral history interviews
Week 3 Feb 5 & 7 Adjusting to the US culture Unit 2	5 steps of the writing process Defining plagiarism Organizing a paragraph Grammar: Narrating in past tense Pronunciation: Past tense (-ed) verb endings	First Crossing: My Favorite Chaperone Oral history presentations Tues and Thur Intro to personal reflection essay
Week 4 Feb 12 & 14 Adjusting to the US culture Unit 2	Summarizing a text Overview of linking words Success coach visit Thur 12:30-12:45	Fishbowl activity: Adjusting to US culture Personal reflection essay 1 st draft due Thur Textbook: The challenge of diversity
Week 5 Feb 19 & 21 Adjusting to the US culture Unit 2	Correcting run-on errors Error correction and essay revision Visit to the Language Lab for personal reflection essay	Personal reflection essay 2 nd draft due Thur Reading quiz 1 on Thur
Week 6 Feb 26 & 28 Language learning Unit 3	Annotating a text Subordinators	In-class essay 1 on Tues Personal reflection essay final draft due Thur Textbook: When does language learning begin Book of Language Ch 2: From cries to words
Week 7 Mar 5 & 7 Language learning Unit 3	Evaluating a text based on your own experiences Paraphrasing	Revised in-class essay 1 due Tues Textbook: Learning a language as an adult Book of Language Ch 5: Discovering grammar
Week 8 Mar 12 & 14 Language learning	Discourse markers for expressing agreement and disagreement E-Portfolio visit at Language Lab Success coach visit Thur 12:15-12:45	Reading: Practice makes perfect: Switching between languages pays off Reading: Why adults struggle Intro to critical response essay
Spring break: No classes Mar 18-24		

Topics	Skills and learning	Major assignments and assessments
Week 9 Mar 26 & 28 Multilingualism Unit 3	Critically engaging with a text Analyzing complex sentences Distinguishing between facts and opinions Success Coach visit Thur 10:00 – 11:15	Fishbowl activity: Learning a 2 nd language Critical response essay 1 st draft due Thur Textbook: The advantages of multilingualism
Week 10 Apr 2 & 4 Multilingualism Unit 3	Passive structure Note-taking	First Crossing: Make Maddie Mad Critical response essay 2 nd draft due Thur Listening: Dual Language programs Success Coach: Educational planning Tues 11:30 – 12:45
Week 11 Apr 9 & 11 Multilingualism Unit 3	Error correction and essay revision	Reading quiz 2 Tues In-class essay 2 Thur Textbook: Rules of speaking Critical response final draft due Thur
Week 12 Apr 17 & 19 (No class Tue) Social linguistics Unit 3	Using sources to support an opinion Connecting a text to your own experiences	Fishbowl activity: Discussing your opinion Intro to opinion essay Reading: Polite but thirsty
Week 13 Apr 24 & 26 Social linguistics	Evaluating a text based on your own experiences Adjective clauses Citing sources	First Crossing: They don't mean it Book of Language Ch 7: Having a conversation Revised in-class essay 2 due Tues Outline for Opinion essay due Tues Opinion essay 1 st draft due Thur
Week 14 Apr 30 & May 2 Learning and testing	Error correction and essay revision Participial adjectives (-ed and -ing)	Intro to English learning presentation Reading quiz 3 Tues In-class essay 3 Thur Opinion essay final draft due Thur
Week 15 May 7 & 9 Presentations	Reflections on your language learning Word stress for meaning E-Portfolio visit at Language Lab Thur Creating a video presentation	Podcast: Having an Accent in America: An Actor Speaks English learning oral presentations Discussion and report back from your chosen story in First Crossing
Week 16 May 14 & 16 Wrap-up	Class evaluations Advising Success coach visit 12:30-12:45 Tue	

