

**4500 Steilacoom Blvd SW**

**Lakewood, WA 98499**

**ADULT BASIC EDUCATION**

**Welcome to**

**ENG 021**

**ESL Computer / Writing Skills**

CH32

4 Credits

4 Lecture Hours

Instructor: Diane Mendez

Office Hours: By appointment

Telephone: 253-589-5704 (Message)

Email: diane.mendez@cptc.edu

Location: Bldg. 10 Room \_\_\_\_\_\_

Revision Dates: March 20, 2017

**CLASS TIMES**

**Class Times**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Employee** | **Class** | **Monday**  | **Tuesday** | **Wednesday** | **Thursday** |
| D Mendez | ENG030  | 12 pm – 1 pm |  | 12 pm – 1 pm |  |
| C Glithero |  |  | 12 pm – 1 pm |  | 12 pm – 1 pm |

**Office Hours**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Employee** | **Program** | **Monday**  | **Tuesday** | **Wednesday** | **Thursday** |
| D Mendez | Dev Ed Room 214 |  | 12 pm – 1 pm |  | 12 pm – 1 pm |

**PREREQUISITES**

English

CASAS Reading and Listening scores between 191-220.

**DESCRIPTION**

Develop more complex English writing and computer skills and the applications of these skills to academic, employment, and life situations.

**GRADING**

This is a graded course. Grades will be based on attendance, homework, assignments, projects, and exams.

|  |
| --- |
| **A = 91%-100%** |
| **B = 81%- 90%** |
| **I (Incomplete) = 80% or less** |

Grades will be broken down as follows:

|  |  |
| --- | --- |
| Attendance, Participation, and Homework | 50% |
| Assignments and Projects | 50% |
| Total  | 100% |

## PROGRAM OUTCOMES

This course is part of a program with the following outcomes.

**Program Title: Transitional Studies**

|  |  |  |
| --- | --- | --- |
| 1.      | Program Outcome | The student will create and use a detailed pathway to accelerate student completion towards a career that will foster sustained, economic growth. |
| 2.      | Program Outcome | The student will engage in transformational and contextualized learning practices in the classroom and through technology that will advance the student in completion of high school & equivalency certification, certificates, and AA/BA degrees leading to family sustaining employment.   |
| 3.      | Program Outcome | The student will evaluate awareness of their own personal progress and performance. |
| 4.      | Program Outcome | The student will identify awareness of their position within the adult learning community. The student will create a network within the college and local resources to navigate financial aid, and college and community resources. |
| 5.      | Program Outcome | The student will develop and demonstrate self-efficacy. |

**INSTRUCTIONAL TECHNIQUES**

Small group and pair work

Individualized instruction

Lecture and demonstration

Breakout groups

Computer Aided Instruction

Study and discussion groups

Independent study

**SCHOOL CLOSURES**

Clover Park has a recorded message that alerts students to school closures. The number to call is 253-589-5707. If the school is not closed, please use your own judgment related to your personal safety in driving to school when the roads have snow or ice conditions. Follow the procedure for contacting your class instructor (s)

**TEXT AND RESOURCES**

x

Instructor handouts

Educational software: Canvas LMS, Skills Tutor, etc…

*From Reading to Writing 2* by Karen Blanchard and Lynn Bonesteel

**CALENDAR**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Writing | Grammar  |
| 1 | *From Reading to Writing* Chapter 1 | The Parts of SpeechThe Writing Process |  Present Tense Review Subject – Verb Agreement |
| 2 | *From Reading to Writing* Chapter 1 Writing a Paragraph Writing and Performing a Dialogue*Grammar:* Irregular Verbs and Past Tense Review | Main Ideas and DetailsWriting a Paragraph |  Present Continuous Nouns and Pronouns |
| 3 | *From Reading to Writing* Chapter 2  | Paragraph FormattingCompound Sentences |  Simple Past Tense  Past Continuous |
| 4 | *From Reading to Writing* Chapter 2  | Writing Compound SentencesEditing |  Present Perfect |
| 5 |  *From Reading to Writing* Chapter 3  | Identifying Supporting SentencesWriting Opinion Peices |  Simple Future with ‘will’ and  ‘be going to’  **Midterm Grammar Exam** |
| 6 | *From Reading to Writing* Chapter 3  | Organizing Your Writing |  May, Might, and Will  |
| 7 | *From Reading to Writing* Chapter 4  | Writing an Essay |  Future Time Clauses with  ‘before,’ ‘after’, and ‘when.’ |
| 8 | *From Reading to Writing* Chapter 4 | Peer Editing |  Verb Summary: Past, Present Perfect, Present, and Future |
| 9 | *From Reading to Writing* Chapter 5 | **Submit Final Essay**Create a Presentation |  Using ‘Very’ and ‘Too’ +  Adjective Using ‘Too many’ and ‘Too much’ |
| 10 | *From Reading to Writing* Chapter 5 |  |  Using ‘Enough’  **Final Grammar Exam** |
| 11 | Review  | **Presentations** |  |

***Instructional calendar may change depending on individual student needs and interests.***

IMPORTANT DATES FOR THE QUARTER

The college will be closed November 10th, 23rd, and 24th.

## COLLEGE-WIDE CORE ABILITIES

Core abilities are transferable skills that are essential to an individual’s success, regardless of occupation or community setting. These skills……

1. complement specific occupational skills
2. broaden one’s ability to function outside a given occupation, and
3. connect occupation, personal, and community roles.

Graduates of all Clover Park Technical College programs will be able to demonstrate competency in each of the following CORE ABILITY areas:

** COMMUNICATION**

**CRITICAL THINKING/PROBLEM SOLVING** 

 **PERSONAL/PROFESSIONAL RESPONSIBILITY**

**INFORMATION/TECHNOLOGICAL LITERACY**  

These symbols appear in the course syllabus to identify which specific learning Outcomes relate to the core abilities. Your instructor will provide more detailed explanations of howacquiringthese core abilities can help you to successfully achieve your career, educational andpersonal goals. Also included in the chart below will be the numbers associated with your program Outcomes to identify which Program Outcomes this course supports.

## Learning Outcomes, Program Outcomes and Core Abilities:

|  |  |  |
| --- | --- | --- |
| Learning Outcomes: | Core Abilities: | Program Outcomes |
| Upon Completion of this Course the learner will be able to: | https://lh3.googleusercontent.com/bLUZAUbzBSsqyIHWoYw7RZray7--2Q6FtOBYEDfH4X3mkaZM38KJVSR40GKwpK334kEMRqpCVwectFK5ck0_dCRi98f47Mppeaf-t9vyx58jhz-vLZSq5uK17YHXR_pQPvCiEHgD | https://lh4.googleusercontent.com/LSU6H7uB0Ncj5h-cAm0OkT4l0oM8F0TPVp8y8Cads7ah-CfohxI2AIS_QKXGsg0LBD63A79xpM__ChmAH5Z7eeRGeuW5Fzsf5S_HBq_N1Hy5tRBLbpwWuSwaMMlbxcPTlBBPKIY6 | https://lh3.googleusercontent.com/WCpl_bdjC_HOAdD-stDACELmElgwVWbNkAj1wXfUlz-sLo8acrKZjN-8y8HUD-lAGhVHpm72q9OV8XQAlSv_RF0o6Jwy2znQPKi3hSaFmkaA6HnWWOK5XjLjDYZqYkmKlm-vqCzb | https://lh5.googleusercontent.com/2dum6y7X6nYqEyHSZcpjpvx2Bmt7517pR0YcIDAY9A8wAk0fpyt4wtqPFhchEOBuPMERjObkf0uSaePQEKI7Zs9JCJ-3vWK-z14OWGNuD2-zIv44dMSKMGrBBIHKpX4bGncqHasn |   |
| **Outcome 1 Student will achieve a significant gain of 3-5 points on the CASAS Reading Assessment by:** |   |   |   |   | **1, 4, 5** |
| * Asking and answering such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
 |  x |   |   |   | **2, 3, 5** |
| * Referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 |   |   |   |   | **2, 3, 5** |
| * Determining the main idea of a text; recount the key details and explain how they support the main idea and summarize the text
 |   |   |   |   | **2, 3, 5** |
| * Determining the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
 |  x |   |   |   | **2, 3, 5** |
| * Knowing and using various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
 |  x |   |   |   | **2, 3, 5** |
| * Identifying the main purpose of a text, including what the author wants to answer, explain, or describe.
 |   |   |   |   | **2, 3, 5** |
| * Distinguishing their own point of view from that of the author of a text.
 |   |   |   |   | **2, 3, 5** |
| **Outcome 2 Student will achieve a level gain Writing Assessment by:** |  x |   |   |  x | **1, 4, 5** |
| * Integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably
 |  x |   |   |  x | **2, 3, 5** |
| * Writing informative/explanatory or narrative texts to examine a topic and convey ideas and information clearly.
 |  x |   |   |  x | **2, 3, 5** |
| * Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 |  x |   |   |  x | **2, 3, 5** |
| * Using technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
 |   |   |   |  x | **2, 3, 5** |
| * Conducting short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
 |  x |   |   |  x | **2, 3, 5** |
| **Outcome 3 Student will demonstrate 85% or more proficiency in giving a presentation in English by:**  |  x |   |   |  x | **1, 4, 5** |
| * Engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.
 |  x |   |   |  x | **2, 3, 5** |
| * Reporting on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 |  x |   |   |  x | **2, 3, 5** |
| * Demonstrating command of the conventions of standard English grammar and usage when speaking.
 |  x |   |   |  x | **2, 3, 5** |
| **Outcome 4 Student will achieve a significant gain of 3-5 points on the CASAS Listening Assessment by:** |  x |   |   |  x | **1, 4, 5** |
| * Asking and answering questions about information from a speaker, offering appropriate elaboration and detail.
 |  x |   |   |   | **2, 3, 5** |
| * Summarizing a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 |   |   |   |   | **2, 3, 5** |
| **Outcome 5 Student will achieve 80% attendance rate or higher.**  |  x |  x |   |  x | **1, 4, 5**  |
| **Outcome 6 Student will complete 2 WIOA crosswalk activities.**  |  x |  x |  x |  x | **1, 3, 4,  5**  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Communication |  | Personal/ Professional Responsibility |
|  | Critical Thinking/ Problem Solving |  | Information/Technological Literacy |

**BASIC SKILLS PROGRAM EXPECTATIONS**

**Classroom Expectations**

1. You are expected to be on time and attend each class with appropriate materials (pen, paper, and notebook). Late arrival to class is a disruption to your classmates and your instructor. Medical appointments, etc., should be scheduled outside class time whenever possible. If you miss a class, it is your responsibility to get notes/assignments from classmates.
2. Participation in class activities and assignments is expected. Please inform your instructor of any special accommodations you may have regarding physical limitations, learning disabilities, or other special circumstances/needs.
3. Clean your work area before leaving the class. Be respectful of all equipment and furniture in the classroom.
4. Please do not write in or remove books used in class.
5. Please silence all electronic devices during class time. If you have a special situation, please talk to your instructor.
6. Please do not make or receive personal calls during class time. Repeated interruptions of this type may be counted as an absence.
7. Instructors may allow snacks and drinks in the classroom as long as this is not disruptive to the teaching and learning process. Students are generally expected to have their snacks before or after class.
8. Please avoid wearing strong scented body and hair products as some individuals are highly allergic to them.

**Program Expectations**

1. If you need assistance or have any concerns about your class, please do not hesitate to make an appointment to see your instructor or the program director (253.589.5744). We are here to assist you in achieving your goals in any way that we can.
2. Dress should be appropriate as outlined in the college’s student handbook.
3. Parking is allowed in white areas only. Temporary parking permits and annual parking decals are issued upon entry into the program. Parking tickets will be issued for cars illegally parked in staff or disabled parking spaces.
4. No food or drink is allowed anywhere near computers or other electronic equipment.
5. Negative comments regarding race, ethnicity, religion, or any other personality trait or way of life will not be tolerated. Any person verbally or physically threatening another person in the class will be asked to leave the classroom and further disciplinary action may occur.
6. **Students may not bring friends or family to class sessions or to the basic skills learning lab**. Only registered basic skills students are allowed in the classroom and in the lab.
7. **Students a**re **not allowed to download any programs from the Internet** onto the learning lab computers unless instructed to do so by the classroom instructor.
8. **Students are** **not allowed to change settings or reconfigure** the computers.
9. **The learning lab computers are for instructional use only and may not be used for personal purposes.** This includes accessing personal email accounts when not instructed to do so by the teacher.
10. The college’s ***Student Code of Conduct*** applies to all students enrolled in the basic skills program.

**I HAVE READ AND UNDERSTAND THE CLASSROOM AND PROGRAM EXPECTATIONS.**

**Student Name Signature Date**

**Student Enrollment Policy**

**ATTENDANCE**

Regular student attendance is very important for making educational gains. If you are not in class, you are not receiving instruction. Therefore all ESL and ABE classes have student attendance policies. Your instructors have authority to withdraw you from classes for **any** of the following reasons:

* You have missed more than 20% of the classroom instruction hours available to you based on your enrollment date.
* You are absent for three or more class sessions without contacting your instructors.
* You consistently arrive to class late or leave before class is dismissed.

If a class is cancelled due to bad weather, instructor absence or other emergency situation, students are generally not expected to make up the session, but may be asked by their instructor to complete independent assignments.

**REGISTRATION PROCEDURES**

* Students are expected to pay their quarterly registration fee of $25 within 7 business days of receiving their class schedule. Students who have financial need may apply for a fee waiver for the quarter. Approving a fee waiver is at the discretion of the Program Director. Students who are not making academic progress or who were dropped for lack of attendance may not be granted an additional fee waiver.
* Students who stop attending before the end of the quarter will only be allowed to register after new students have been admitted and on a space available basis.
* Students with enough attendance hours to post-test who do not post-test at the end of the quarter will need to post-test as part of the registration process.

**I have read and understand the Student Enrollment Policy.**

Student Signature Date