ESL122/222/322 Reading and Writing
Instructor: Michael Stock mstock@carrollu.edu
Class Time: Tuesday and Thursday 9:00-11:50am and 1:00-2:50pm
Location: class, Barstow (BA) 206B; computer lab, BA110; office, BA106
Office Hours: by appointment

Intensive English Language (IEL) Program Learning Outcomes
Students in Carroll University's intensive English program can expect to:
1. Speak English more fluently in formal and informal settings;
2. Build listening and comprehension skills, enabling them to better understand and participate in university level lectures;
3. Write effective academic papers and essays;
4. Refine oral communication skills and pronunciation in order to be better understood;
5. Actively practice using English appropriately in various social contexts.

Course Descriptions
122. Reading and Writing I (Beginning Level)
This course is designed for emerging English language learners to learn strategies such as skimming, scanning, and prediction using context clues to improve their reading comprehension in English. In addition, there will be a component on grammar to improve their writing skills.

222. Reading and Writing II (Intermediate Level)
This course is designed for intermediate English language learners to build academic vocabulary, and develop more advanced reading comprehension skills. A grammar component will also be integrated to help students develop well-articulated paragraphs with topic sentences and logical conclusions in their writing. In addition, some attention will be given to strengthen students' note taking skills.

322. Reading and Writing III (Advanced Level)
This course is designed for advanced English language learners to prepare them for university academic reading, writing and research. Special emphasis will be placed on writing well-formed paragraphs and longer essays with clear topic sentences, proper research citation, and higher level academic reading strategies.

By the end of the integrated Reading and Writing course, students will:
• Write an academic essay that follows academic conventions, such as using a clear thesis statement followed by a well-supported body of evidence up to 10 pages in length (advanced), and cite sources correctly using APA style
• Use reading strategies to effectively gather information from a variety of English-language texts
• Develop test-taking strategies
• Use main ideas and supporting details to help with reading comprehension and you writing
• Read from a variety of English-language texts such as periodicals, websites, unabridged novels, selections from university level texts, and texts from American pop culture.
• Make connections between text and self and text and world that can be shared with the class
• Cooperate with peers to take notes in small-group work to share in larger discussions
• Use the gradual stages of the writing process to help cope with increasingly complex grammatical structures and vocabulary
• Use technology to complete work and to communicate as college students are typically expected to by their institutions and professors
• Write simple, compound, and complex sentences
• Learn how to develop paragraphs
• Write using different modes of writing, such as description, explanation, summary, and paraphrase.
• Follow specific written directions and instructions
• Improve social and professional communication skills, such as formal emails or mail as well as basic errands on and off campus
• Participate in discussion, write and make presentations about reading assignments
• Increase reading speed to 200 words per minute (beginner), 300 WPM (intermediate), or 400 WPM (advanced)
• Show willingness to seek editing help but maintain personal control of grammar and not rely on translators
• Increase vocabulary including common idioms and understanding of word families and word formation

Evaluation
At the end of the semester, a grade of satisfactory or unsatisfactory will be submitted to the registrar’s office, where satisfactory indicates successful completion of this course. You can successfully complete your reading and writing course by adhering to the policies explained on this syllabus.

However, successful completion of your academic program, the Intensive English Language Program, is measured by Carroll University’s requirements for international students. The requirements are informed by students’ successful completion of IEL courses and achieving satisfactory TOEFL ITP scores. If you test into the “beginner” level, you will be expected to take at least three semesters before you test out of the program, and ideally you should complete the program and achieve a satisfactory TOEFL ITP score in three semesters. If you have questions about TOEFL ITP scores, ask your instructor. The TOEFL ITP will be administered before the first day of classes and on the last day of classes, and we will prepare for the test throughout the semester within our academic curriculum.

In sum, after this semester, your records will indicate whether you’ve satisfactorily completed your courses, whether you’ve progressed from your starting English-language proficiency (beginner, intermediate, or advanced), and/or that you’ve achieved a TOEFL ITP test score to graduate out of the IEL program.

Throughout the semester students will receive feedback on assignments with the purpose of highlighting students’ successes and areas for improvement. My evaluation will consider assignments’ process of creation and the finished products. I’ll use the following scale:

**Short assignments and activities** 30% course grade (pass or fail)
Midterm and final exam: reading strategies and sentences 15% course grade (pass or fail)
Due dates: March 7-9 and May 5-10

Midterm: Multimodal Presentation 15% course grade Due dates: March 7-9

Final: Essay writing process 30% course grade Due dates: May 5-10

Participation and Conferencing 10% course grade

Participation is important in one’s education. Following the policies on this syllabus helps fulfill your obligation to participate in your academic program. Excellent participation in the classroom involves listening as well as speaking. It also involves using time wisely and getting involved with lessons in the classroom. You will be asked to participate in group work, presentations, discussions, out-of-classroom excursions, library workshops, computer-lab workshops, and more. Moreover, you’re required to periodically conference with your instructor, which means meeting one-on-one to address your progress and questions.

We will discuss what participation means in certain kinds of American university classrooms, and you will visit some classes to get first-hand experience. We will discuss other typical academic conventions explicitly, including how to communicate and conduct business over email, how to manage your time, how to socialize and professionalize in a campus community, how to use campus facilities and resources, and how to cooperate with your peers to prepare for exams. Come to me if you have any questions about this syllabus, other course documents, course content, English-language issues, Carroll University resources, or unfamiliar academic conventions. I’m happy to help you or refer you to other staff and faculty members whom can help.

Policies

Attendance will be handled according to the guidelines set by the chair of the Department of English and Modern Languages and by other administrators and faculty involved with the Intensive English Language Program. The official attendance policy will be presented to students during the first week of classes. After 2 absences, I may require a meeting with the student.

There are appropriate times to use technology like laptops, phones, and tablets as educational tools; I don’t want to arbitrarily restrict devices. Still, unless I announce that these devices will be useful for a given activity, we’re going to stick with a low-tech policy. That way, we can more earnestly develop face-to-face communication skills. If you are wasting time and using your devices inappropriately in class, you may lose the privilege to access them.

Respect yourself, each other, and your instructor. Use inclusive language; I do not tolerate language that discriminates based on race, ethnicity, religion, gender, sexual orientation, etc. Respect also includes fostering a positive environment for learning. If you consistently disrupt others’ learning environment with rude behavior—for example, sleeping during lessons—
you may be referred to the department chair and/or an office for student support to discuss.

Email is the best way to reach me: mstock@carrollu.edu. Check your campus email and our course eLearning regularly. There you’ll find announcements, assignments, and resources. Please, if you have any questions about using Carroll University’s communications or learning technology, ask for help.

Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.

All presentations with faulty citations or sourcing issues (whether deliberate or inadvertent) will result in a meeting with the instructor. The Carroll University Academic Integrity Policy is located in your student handbook (http://www.carrolu.edu/campuslife/pdfs/handbook.pdf). I encourage you to familiarize yourself with it. You need to do your own work, use your own words, and formulate your own ideas. When you rely on others, using their words, ideas, or research, you need to cite them. If a student violates this policy in any way, I reserve the right to impose a sanction of unsatisfactory on the assignment/assessment or unsatisfactory in the course.

When relevant, I will communicate with the department chair and the Office of International Education (OIE) about students’ progress, needs, and/or issues.

The instructor and IEL academic program reserve the right to modify, amend, or change the syllabus and unit calendars.
**Course Calendar**
The course calendar will be posted on eLearning and will be updated periodically to include weekly lessons, homework assignments, events, and important dates. Pacing and content will be altered to reflect the proficiencies and needs of students.

**Course Overview**

**Unit 1: Introduction and Review: Reading Strategies and Writing Skills**
- Participate in introduction to course and assessment of basic English skills. In activities, focus on for reading where you will be responding main ideas and details in the texts
- Practice and reflect on the following reading strategies: preview, reread, take notes, and use resources to check or enhance understanding of texts
- Build vocabulary based on textbook themes
- Review basic English grammar, especially parts of speech and simple, compound, and complex sentences

**Unit 2: Practice Reading and Writing**
- Continue developing prior units’ skills
- Practice different modes of writing, like description, summary, process, narration, and analysis; these lessons will use themes from the provided textbooks
- Introduce communications in different contexts, like academic, professional, community, and social.
- Read from textbook worksheets or other texts. In some cases, in response to the text you will write several sentences up to one-page in length; elaborate with main-idea, details, opinion/anecdote/backing evidence, and conclusion
- Practice paragraph development through written responses to readings, which will be incorporated into discussions; you will be assessed according to your IEL-level’s (beginner, intermediate, or advanced) guidelines, which will be provided in class and are set by the IEL’s curriculum.
- Visit a variety of classrooms on campus and use the facilities and resources that the campus provides
- Start planning your topic for Unit 3 essay

**Unit 3 Writing Process**
- Develop English-language writing skills in intensive workshops
- Learn how to find and cite English-language sources by seeking advice and using previous units’ skills
- Complete the essay assignment according to your IEL-level’s (beginner, intermediate, or advanced) guidelines, which will be provided in class and are set by the IEL’s curriculum.
- Participate in a class trip combined with Listening & Speaking, to be announced