



Syllabus

Course Name: ESL (English as a Second Language)

Location: Texarkana College Physical Sciences Building – ESL/Transition Room

Hours:

Semester & Year:

Instructor Information:

Name:

Telephone: 903 823 3468 (Texarkana College)

E-mail:

Textbook and Materials Information:

A variety of in-class materials and resources will be used as well as outside resources relevant to the course of study. Computers will also be utilized to link to additional educational resources and software used to offer instruction.

Online/Distance Learning:

Student access to the internet and an email account will assist the student in obtaining classroom information and online learning materials.

Distance learning is an online-based program that gives students additional practice outside the classroom and helps decrease the amount of time it takes inside the classroom to study for the TXCHSE test or to improve English language skills. The Distance Learning Program is user-friendly and can help the ESL student to develop an individualized study plan. All distance-learning hours completed count towards the hours needed for ESL progress testing within the classroom.

The program being used is Ventures Online Workbook and/or Burlington English.

The instructor will provide the student with directions and procedures for the Distance Learning Program.

The online program is meant to support classroom instruction and learning, and is not intended to be used as the only type of instruction.

Course Description/Objectives:

The Adult Education and Literacy program at Texarkana College is designed to assist students in strengthening their skills in the acquisition of English language skills simultaneously with acquisition of vocabulary, grammar, and U. S. culture. Language fluency and language competence are crucial for continued education, training, and employment.

Content Standards: Content standards are designed to encourage the highest achievement of every student by defining the knowledge, concepts, and skills that

students should acquire at each NRS educational level.

English as a Second Language

Listening Skills

- A. Distinguish sounds and intonation patterns of English with increasing ease.
- B. Demonstrate understanding when listening to spoken language in different situations and spoken with a variety of regional accents.
- C. Listen to, follow, and give directions and/or instructions.
- D. Listen to and participate in a variety of settings (e.g., academic, work, and social) and situations (e.g., conversation, teamwork, meetings, presentation, and interviews).
- E. Participate in and comprehend conversations face-to-face or via electronic media.
- F. Comprehend questions in order to engage in conversation.
- G. Use comprehension strategies such as indicating misunderstanding, repeating and rephrasing, or asking for help as appropriate for the communication context.
- H. Exhibit knowledge and appropriate interpretation of cultural conventions in conversation, such as the use of titles, eye contact, registers, and expected responses (schemata).

Speaking Skills

- A. Communicate needs verbally using increasingly complex words and phrases.
- B. Give directions to places and instructions for accomplishing specific tasks.
- C. Demonstrate an increasing range of English vocabulary appropriate for speaking in informal and formal settings.
- D. Produce spoken communications at each proficiency level that demonstrates increasing language complexity.
- E. Demonstrate appropriate speaking skills and strategies for persuading and discussing.
- F. Demonstrate appropriate speaking skills and strategies for seeking and relaying information.
- G. Demonstrate appropriate speaking skills and strategies for expressing feelings and emotions.
- H. Demonstrate appropriate speaking skills and strategies for collaborating and solving problems.
- I. Construct an oral argument presenting a particular point of view and providing evidence to refute an opposing point of view.

Reading Skills

- A. Implement a variety of reading comprehension strategies (e.g., predicting, inferring, comparing and contrasting) and know when they are appropriate to use.
- B. Identify the central ideas or hypothesis and supporting details.
- C. Read critically to analyze information and make connections to interpret authors' purpose and viewpoints.
- D. Read from a variety of genres for different purposes (e.g., to accomplish a personal or work related task, for academic work, or for pleasure).
- E. Acquire vocabulary and grammar knowledge progressively according to student proficiency to build strong mastery of the English language.
- F. Increase background knowledge, concepts, and skills by reading in diverse texts.
- G. Ability to interpret a variety of texts, including visual and quantitative.
- H. Use digital resources to locate evidence to answer a question, solve a problem, or support an argument.

Writing Skills

- A. Fill out a variety of forms, applications, and contracts for everyday life and work purposes by hand or electronically.
- B. Write for a variety of purposes (e.g., reminder lists, notes, email, academic papers and reports, letters or other documents to persuade, complain, or express opinions).
- C. Write across a variety of genres (e.g., description, argumentation, fiction, persuasive and workplace).
- D. Write using appropriate format and structure for different purposes (e.g., outlines, memos, letters, reports, procedural lists, work-related documents).
- E. Use a multi-step process to compose, revise, and edit a variety of texts.
- F. Write with logic, organization, and accuracy.

G. Consider context, audience, and purpose (e.g., reader’s perspective, cultural influence, social norms, etc.) when writing.

H. Acquire vocabulary and grammar knowledge progressively according to student proficiency to build strong mastery of the written English language.

I. Integrate graphics or multimedia to support written compositions or oral presentations.

Student Assessment. Completion Standards, and Feedback:

- Assessment is a key part of the enrollment and ESL course process. As part of the enrollment and orientation process, the student will take an initial BEST Plus 2.0 and/or BEST Literacy assessment, which will assist the instructor in knowing what content areas the student will need to focus on the most. This “baseline” assessment is used to report data to the state.
- After completing 60 hours of instruction, the student will be assessed again to measure progress. The goal of instruction is to help the student move from one skill level to a higher skill level and ultimately to increase communication and/or transition to the HSE course to obtain the high school equivalency in each area.
- The instructor will discuss baseline and progress tests so that the student can set and reach goals in a timely manner.
- Students are provided feedback on classroom assignments through class discussion, teacher grading, and/or student grading of assignments. Grades are not given in the course. Progress is shown through mastering concepts for each area of the exam.

Class Schedule:

Date	Assignments/Concepts
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Attendance Policy:

All students are required to be in attendance 75% of class time monthly.

Students who fail to meet the 75% attendance requirement two consecutive months, will be asked to meet with the director and may be removed from the program.

Missed Instruction:

When a student misses a day of instruction, he or she may ask the instructor for handouts or Power Points to review the concepts; however, the lesson will not be re-taught on an individual basis. The teacher may also provide reference to the lesson online or in Burlington English for the student to review. Class attendance is essential to student learning and progress.

Disability Act Statement:

Texarkana Adult Education and Literacy complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. The student is responsible for providing appropriate documentation for accommodations and making arrangements with the testing program and site.

Class Protocol:

1. Students should be prepared to work, listen, participate, and complete assignments each day in class.
2. Cell phones must be on mute or vibrate and out of sight in the classroom. Cell phones may NEVER be out during testing. If an emergency situation exists please see the instructor and ask permission before leaving the classroom to use the phone.
3. Students are not allowed to listen to music via headphones during class. Headphones may be used to listen to videos while working on academic work, but headphone use is not allowed during testing.
4. Students are not allowed to have their head down and to be inattentive during class.
5. Students are not allowed to use a personal computer or other devices during class without permission from the instructor.
6. Students are not allowed to bring children to class.
7. There will be a zero tolerance policy for any behavior that is disruptive of classroom learning. This includes any vulgar language or rude/disrespectful behavior toward the instructor, staff, director, or other students in the class. The student will be asked to leave the classroom.
8. Students should not leave the classroom without permission. The instructor will dismiss the class and conduct restroom breaks.
9. Only drinks with lids will be allowed in the classroom. Students may have a snack, not a meal, if eating it does not cause a classroom disruption. Also, food and drink should not be near computers.
10. Students must park in parking areas not on the grass or driveway.
11. Smoking is not allowed on school property, and students may be ticketed if caught smoking on campus.
12. Loitering is not allowed on campus.
13. Students are expected to attend class every day, arrive on time, and stay for the entire class period. **(SEE ATTENDANCE POLICY).**
14. Students must commit to attending a minimum of 30/40 contact hours (HSE) and 60 hours (ESL).
15. Students must sign the Sign-in Sheet when they arrive and sign out when they leave for documentation of attendance.

Students must follow the rules, regulations, and policies of the Texarkana College Student Catalog.

The AEL program reserves the right to refuse services to any student, and after three documented infractions of rules 1-15 a student can be permanently removed from the program. Students may also be referred to Robert Jones, Dean of Students.

Immediate expulsion will result if any of the following occurs:

- **Possession of a weapon**
- **Altercations**
- **Under the influence of any drug or alcohol**

Students in this course are held accountable to all policies and procedures outlined in the Texarkana College Catalog.

Campus Safety:

In case of any emergency, the TC Campus Police telephone number is 903 798 3330. Surveillance cameras are always in use.

Doors are locked at certain times, and students must ring the doorbell to be allowed into the building. Only staff members can open the doors for students or visitors.

Student Support Services:

Miller and Bowie County Literacy Council	903 255 7733
Texarkana College TRIO – Chaddrick Moore	903 823 3106
Texas Department of Assistive and Rehabilitative Services	903 255 3220
Texarkana Health and Human Services	903 791 6400
Workforce Solutions Northeast Texas	903 794 4163
TC Counseling Services – Dr. Joan Strutton (Health Sciences 135)	903 823 3143

A list of Internet service providers can be found on the TC website at:

<https://www.texarkanacollege.edu/coronavirus/>.

Any student who has difficulty affording groceries or accessing enough food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in this course or ability to remain in school, is urged to contact Tonja Blase, Director of Student Retention, at 903.823.3349 for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Students Opportunities during and after ESL program of study:

- ESL – El Civics Instruction
- ESL – Occupational Specific Training (Integrated El Civics)
- ESL Professional Training – (Intensive)
- Employment placement
- Transition to HSE course
- Transition to academic or workforce training program in postsecondary

The AEL program will assist students in moving to the next step after completing the ESL course and will communicate with the student to track and assist with student performance beyond the program. The Career Navigator will assist in monitoring and guiding students in this process.

TC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Human Resources Director, 2500 N. Robison Rd., Texarkana, TX, 75599, (903) 823-3017, human.resources@texarkanacollege.edu

COVID-19 Campus Updates and Class Information

Alternate Operations during Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, Texarkana College may need to move to altered operations and course delivery methods. During this time, Texarkana College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (Jenzabar or Moodle), online conferencing through TEAMS, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Texarkana College's website (www.texarkanacollege.edu) for instructions about continuing courses remotely, instructor email notifications on the method of delivery and course-specific communication, and Texarkana College email notifications for important general information.

COVID-19 Online/Virtual Environment Instructional Commitment

The ongoing Covid-19 situation will require that some course materials and instruction are provided through an online and/or virtual format. Even if all or a portion of a class was originally scheduled to meet face to face, social distancing guidelines associated with Covid-19 will limit the number of students who are able to attend face to face classes in person simultaneously. Further, circumstances associated with Covid-19 could cause the college to be forced to shift completely to an online and/or virtual delivery at any time during the semester. While TC faculty members are committed to providing students the option of face to face instruction if possible, students should be prepared to continue their classes in an online and/or virtual environment if necessary. Texarkana College is committed to maintaining engaging, high quality instruction regardless of the delivery format.

NOTE: *The above guidelines are subject to amendment by the instructor or program director at any point during the semester. Students will be notified if any changes occur.*

Syllabus Acknowledgement

I, _____, have read and understand the policies and procedures outlined in the course syllabus for Adult Education and Literacy - ESL Course _____

Signature _____ Date _____