# BARTON COMMUNITY COLLEGE

##### COURSE SYLLABUS

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# GENERAL COURSE INFORMATION

Course Number:ENGL 1111

Course Title:Introduction toEnglish Language

Credit Hours:6

Prerequisite: ESOL Accuplacer total score 0 – 120. Students in Intro to English

Language must concurrently enroll in Academic Vocabulary, Sentence

Structure, Conversation, and ESOL Lab.

Division and Discipline:Academic Division/ Developmental Education

Course Description:A course in the development of speech skills, the pronunciation of English and English sentence patterns, some English reading comprehension, and an understanding of American customs and diversity. An introductory English class with emphasis on survival skills, it is open to all students whose first, primary or home language is not English, regardless of the student's age, place of residence, ethnic background, academic plans or previous educational attainment.

# INSTRUCTOR INFORMATION

# COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor which is based upon courtesy, integrity, common sense and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College’s educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act (ADA) is to notify Student Support Services via email at [disabilityservices@bartonccc.edu](mailto:disabilityservices@bartonccc.edu).

# COURSE AS VIEWED IN THE TOTAL CURRICULUM

This English class is for local or international students whose first or only language is not English, and who want to learn or review the basics of the English language, or to improve limited English language skills. There is no requirement that the student know any English before enrolling.

This course is designed to allow students to integrate with some confidence into the main stream of English-medium higher education at BCC or elsewhere. The primary purpose of the course is to provide students with a basic command of English so that they can then go on to master the subtleties of college-level English through a further sequence of college ESOL courses. Secondary course purposes may range from imparting basic English literacy and helping to improve students' employability with work-related vocabulary, to aiding interested students to achieve a degree of English fluency sufficient to pass the United States Citizenship examination.

This course will address the particular problems faced by the non-English speaking student at an English-medium college like BCC, and in a primarily English-speaking environment such as is found in this country. However, this is not a "bilingual" course. While always adjusting for individual students' needs, educational background, and level of English fluency, classroom instruction and assessment will be carried out in the English language to the greatest degree possible, following current best pedagogical practice.

This course is developmental and will not count towards graduation at BCC. This course does not transfer and may not be used to help fulfill credit and course requirements for general education at most if not all Kansas Regents' institutions.

This course may not be re-taken for credit if a student has already passed the class once.

# ASSESSMENT OF STUDENT LEARNING

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Instruction will seek to integrate speaking, reading, writing, and grammar strategies. By reading, speaking, listening, discussing, and writing in English, students gain understanding of and proficiency in the English language.

Course Outcomes, Competencies, and Supplemental Competencies:

A: Develop a basic proficiency in understanding spoken English.

1. Ask short answer, information and tag questions correctly in English.
2. Explain the cultural differences experienced in this country and identify ways to understand these differences and deal with them effectively.

B: Develop an elementary knowledge of English grammar, spelling rules, and

pronunciation skills.

* 1. Express present, past, and past progressive verbs in English.
  2. Employ English future tense verbs into speaking and writing.
  3. Demonstrate proper use of English plural nouns and pronouns in speaking and writing.
  4. Apply English comparative adjectives and adverbs.
  5. Choose appropriate English phrasal verbs and adverbs.

C: Order sentences in spoken and in written expression using basic structures

common to Standard English.

## Employ connecting words and transitions in speaking and writing English.

* 1. Illustrate the seven English parts of speech in sentences and paragraphs.
  2. Compose paragraphs in English in complete sentences using vocabulary effectively.

## INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

## TEXTBOOKS AND OTHER REQUIRED MATERIALS

## REFERENCES

## METHODS OF INSTRUCTION AND EVALUATION

## ATTENDANCE REQUIREMENTS

## COURSE OUTLINE

Revised 3/9/2015