



COURSE SYLLABUS

English as a Second Language

50 Cragwood Rd, Suite 350
South Plainfield, NJ 07080

Victoria Commons, 613 Hope Rd Building #5,
Eatontown, NJ 07724

130 Clinton Rd,
Fairfield, NJ 07004

Avtech Institute of Technology Course

Instructor:

Course Duration:

Date/Time:

Training Location:

Course: ESL

Text / Lab Books:

Course Description

ESL program is designed to fulfill the growing needs of English communication. The program is an academic and practical preparation course designed to help international students make the transition to American academic and vocational life in a relatively short time through full-time instruction in English as a second language.

After completing ESL program, Avtech provides students full range of IT training programs, including Desktop Applications, PC Supporting, LAN/WAN Networking Administration, Database Administration, Latest Programming Development, Networking Security, and Software testing and Quality Assurance, etc.

Course Program

Occupational Competencies

Upon completion of this training program and passing the relative tests, students will demonstrate proficiency in both spoken and written English that will attest to their qualifications as a new student to be enrolled in the college. Graduates will be able to pass the TOEFL test at minimum 550 points, which meets the entry requirement of any college in the U.S. territory.

Facilities Required

The minimum requirements for the whole training program are: Two classrooms, one lecture room, and a computer lab in which students can practice their written assignments and gather information through Internet. Avtech has met and exceeded these requirements with 3 classrooms, two labs, complete networking and a large screen television to demonstrate the principles applied, as well as a VCR, and a projector TV.

Course Information

We offer both day and evening courses, plus one-on-one instruction in either a private or semi-private setting. Brief descriptions of all our courses are provided below, along with links to our academic calendar and tuition information.

Balanced ESL / Intensive ESL Training Course**Intermediate to Advanced Level (201/202)**

Please refer to the following detailed class content:

1. Daytime Class Content

9 a.m. to 3:00 p.m.

This class covers speaking, listening, reading, and writing skills in English. The primary focus of the class is to explore interesting conversation topics as a way to naturally develop English language skills and expand vocabulary.

Students in this class have the opportunity to practice general casual conversation as a native speaker would. Classes frequently begin with informal chats on topics typical or common among native speakers.

New vocabulary and guided listening activities are introduced through recorded interviews in which native speakers discuss intriguing topics of current interest in the United States. Students then respond with a discussion of their own reactions to the radio interview.

The textbook's reading, writing and grammar exercises are used to supplement the conversation exercises. The result is a dynamic, fun class where students spend class time speaking successfully in natural, conversational English.

The textbooks usually used for this class are Atlas 2 for the beginning level and Atlas 3 for the intermediate level, each of them includes a textbook, a workbook and cassette for use at home, and a cassette and a video tape to be played in class.

2. Evening Class Content

5:00 p.m. to 8:00 p.m.

This class develops speaking, listening, reading, and writing skills in English. It covers more advanced grammar issues than the morning class and includes longer reading and writing assignments, still focuses primarily on using in-class discussions, pair work and various games and impromptu skits to practice language skills. Students spend the majority of the class speaking and working together to expand their language skills.

Students learn to confidently express their opinions about current topics. The textbook most often used in this class is Consider the Issues, which presents radio interviews with native speakers on current issues and events.

The books commonly used in this class are Atlas 3, Atlas 4, and along with an idioms textbook such as All Clear.

This class meets two days a week, for five hours a week for 10 weeks. It is a "four skill" class, which gives students practice in speaking and listening in English with some reading and writing practice, and introductory grammar. From the very beginning students spend the majority of their time using English. They do not sit quietly and listen to teacher lectures, but instead are actively involved in producing natural real-life English conversations.

Textbooks commonly used in this class are Atlas 2, Atlas 3, and an idiom text such as All Clear.

Learning Objectives

Vocabulary Series III & IV

The objective of this series of vocabulary texts for the student of English as a foreign language is to facilitate the learning of approximately 3,000 new base words. After volume 2, more related forms are added because the students can handle more as they progress in learning the language. The unit topics were chosen and ordered according to their perceived relevance to the student's lives, that is, their communicative usefulness.

Unit 1: Education, Work, Housing, Food, Family, Health, and Crime.

Unit 2: Clothing, Transportation, Government, Banking, and Farming.

Unit 3: Sports, Weather and Geography, Environment, Media, and Nature.

Unit 4: Buying and Selling, Vacation, Recreation/Entertainment, and Science

Communication IV, V, VI:

This class should prove useful for people who are learning how to understand idiomatic English, for the hearing impaired, and for all speakers of English who want to know more about the language. We collect 1700 everyday phrases and sentences that Americans use over and over in the job search, interview, court, and specific event.

- I. Job research & Interview
- II. Court
- III. Vote
- IV. Contract
- V. Speech
- VI. Culture

Advanced Grammar

- I. Verbs and their complements and Verb-Preposition Combinations.
- I. Gerunds & Infinitives as subjects, as objects, and as objects of prepositions.
- II. Composition: Indicators of equality, similarity or inequality.
- III. Correlative conjunctions and adjective clauses reduced to participial phrases.

- IV. Subjunctive noun clauses.
- V. Rules for punctuation.

Reading III & IV

This class has been designed primarily for instructors who want to establish an informal, comfortable classroom atmosphere to implement the teaching of Reading to intermediate and advanced students.

- I. Reading narratives
- II. Reading for magazines, ads, newspapers, non-fiction, changing, instructions, and essay for critical thinking.
- III. Reading Coercion, Ethics, and the law, an ethic of Nature.
- IV. Reading in-depth
- V. Reading personal journal, poem.

Writing III & IV

This class will focus on the multiparagraph essay. Here the emphasis is on a strong thesis statement and appropriate and well-organized support.

- I. Introduction to the Essay: The thesis statement, and the development paragraphs.
- II. The Example Essay: No. Of examples, and choice of examples.
- III. The comparison and contrast Essay: Points of comparison, emphasis on comparison or contrast, patterns of organization.
- IV. The classification Essay: The principle of classification, making and organizing the classification complete, and introducing the categories.
- V. The process analysis Essay: Planning and organizing.
- VI. The Cause-and-Effect analysis Essay: Multiple Causes to Effects or Effects to Multiple Causes
- VII. The Argumentative Essay: Taking a stand, knowing what you are up against, the logic behind your reasons, explaining & support the reasons, and planning & organizing the argumentative Essay.

American Issue discussion

Students practice listening and speaking skills through guided small group conversations. Listening exercises are based on radio interviews of native speakers discussing current topics in American culture. Group discussions of these topics allow students to practice new

vocabulary and grammar structures while increasing their confidence in using English.

American Pronunciation

Students begin by learning the exact pronunciation of individual sounds in American English and then work on improving word stress and sentence rhythm. The class focuses on both structured lessons and real-life practice to help students reach their pronunciation goals.

Play with English

Use America's greatest playwrights to improve your English. Students receive guidance from an experienced speech coach. In addition, reciting dialogue from famous plays provides a new way to expand vocabulary and practice speaking with confidence. Have fun while learning English!

Instructional Strategies

The techniques used in the instruction of this course include lecture and note taking with hands on exercises to reinforce the principles taught. As well as audio visual aids including power point presentation, videotapes and transparencies. Principles taught are also reinforced through the use of handouts relating to the material covered at least 8 hours a week of open lab time supervised by either an instructor or a tutor. Tutors are provided for those students who are weak in particular domain.

Evaluation Techniques

Students will be evaluated at the end of each phase of the course by a test. At the mid-point of the course and end of the course, students will be given exams.

The student's score on the mid-term and final will determine their grades. Students who do not pass the final examination will not be allowed to graduate from the school. Individual student grades for quizzes and exams are kept on file throughout the term in accordance with the school grading system and policy.

Prerequisite

1. All the students must be at least seventeen (17) years old on or before the first day of class.
2. Students must possess a High School Diploma or a General Education Development Certificate (G.E.D)
3. A meeting with the school admission counselor to review the previous scores of the students and to discuss any additional requirements for enrollment.

Contact Hours

_____ Contact Hours (Lecture ____ Hours / Lab ____ Hours)

Semester Credit Hours

_____ semester credit hours

Teaching Strategies

A variety of teaching strategies may be utilized in this course, including but not limited to, lecture, discussion, written classroom exercises, written lab exercises, performance based lab exercises, demonstrations, quizzes and examinations. Some quizzes may be entirely or contain lab based components. A mid-course and end course examination will be given.

Method of Evaluating Students

Grade Distribution

Class Attendance	10
Mid Term	30
Finals	50
Special Projects Makeup projects	10
Total	100%

Grading Policy

At the end of each course, each student is assigned a final grade as follows:

Point Range	Interpretation	Grade	Quality Points
90 – 100	Excellent	A	4.0
80 – 89	Very Good	B	3.0 – 3.9
70 – 79	Average	C	2.0 – 2.9
60 – 69	Poor	D	1.0 – 1.9
Below 60	Failure	F	0
N/A	Withdrawal	W	0
N/A	Pass	P	0
N/A	Incomplete	I	0

A student earning a grade of D or above is considered to have passed the course and is eligible to pursue further studies. A student receiving a grade of F has failed the course. A failed course must be repeated and passed to meet Avtech Institute's graduation requirements, in addition to an overall program GPA of 2.0.

Requirements for Successful Completion of the Course

At a minimum, students must achieve the following:

- A passing grade of **D** or above
- Completion of all required examinations
- Submission of all required lab exercises and projects and;
- Adherence to the school attendance policy.

Library Assignments

To be determined by the instructor.

Portfolio Assignment

Student program outcome portfolios are required to demonstrate student competencies. In conjunction with your course structure, please select a project/paper that best demonstrates what you have learned in this course and add it to your program portfolio.

Course Policies

Disruptive Behavior

Disruptive behavior is an activity that interferes with learning and teaching. Inappropriate talking during class, surfing inappropriate website, tardiness, cheating, alcohol or drug use, use of cell phone, playing loud music during class, etc. all disrupt the learning process.

Copyright Infringement

Specific exemptions to copyright infringement are made for student use in the context of learning activities. Graphic design students often download images from the Internet, or scan images from publications. As long as this work is for educational purpose, and subject to faculty permission, this is not a problem.

Plagiarism

Faculty cannot tolerate the *misrepresentation of work as the student's own*. This often involves the use by one student or another student's design, whether voluntarily or involuntarily. In the event that plagiarism is evident and documented, all students involved in the conscious decision to misrepresent work must receive an F as the grade for the project. A second occurrence may result in suspension for the rest of the quarter, and return to the school only after a review by the Academic Standards Committee.

Attendance

Attendance and Lateness

In education and the workplace, regular attendance is necessary if individuals are to excel. There is a direct correlation between attendance and academic success. Attendance is mandatory. All students must arrive on time and prepared to learn at each class session. At the faculty member's discretion, students may be marked absent if they arrive more than 15 minutes late to any class.

More than five absences in a class that meets twice per week or more than two absences in a class that meets once per week may result in a failure.

Make-Up Work

Late Projects and Homework

All projects and homework must be handed in on time. Homework should be emailed to your instructor if you are going to miss a class. Work that is submitted one week late will result in the loss of one full grade; and work that is submitted two weeks late will result in the loss of two full grades; more than two weeks late you will receive a failing grade on the project.