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## Adventures in Reporting: A Learning Community for students completing ESL Spring, 2006

Oral Communication—ESL 157A/3497, TR 10:00-11:15, Room 414	Writing and Reading—ESL 153A/3498 TR 11:30-12:45, Room 414	Modes of Communication—ESL 185/3496 F 10:00-12:30, Room 408
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In a Learning Community, several courses are integrated into a single unit. They share a theme, making it possible for students to apply their growing skills toward the exploration of a topic in depth. They share many points of contact among topics and activities as the semester progresses. They share teachers who work together on unifying the courses and adjusting them to meet student needs. Finally, they share the same class lists so that students can know each other well and take full advantage of collaborative opportunities.

In this Learning Community, you will be reading and writing about rising to challenges. In your reading and writing class, you will read and respond to the stories of several people and one horse who grew as a result of the challenges that they faced. In your oral communication class, you will discuss these readings and research their historical and social contexts. In your Modes of Communication class, you'll learn the technological and study skills that will help you meet the challenges of life as a student outside of your own native language.

Many of your materials will be provided by your teachers, but you should gather some on your own.

Books (available in the College bookstore)

*Focus on Grammar IV*, by Fuchs and Bonner

*Seabiscuit*, by Laura Hillenbrand

Supplies

Pen, pencils with erasers, notebook with lined paper, pocket folders,

CD or thumb drive for saving your computer files; other supplies as required by your teachers

Supplements (provided in class)

*Modes of Communication Manual*

*Supplement packet*

Welcome to this Learning Community. Please bring us your questions and concerns right from the start. Help us make these courses work for you. Above all, we hope you will enjoy this term of collaborative study.

# OVERVIEW OF COMBINED SCHEDULE (subject to changes as needed)

week	ESL 157A	ESL 153A	ESL 185
1/24 & 26	Readaloud/response. Oral journals Diagnostic test: Dictation, listening, reading comp, writing sample for baselines.	Orientation & goals Seabiscuit documentary. Chapter 1 → journal & SQ.	<i>Establish computer account—username &amp; password, send e-mail of introduction to LC teachers.</i>
1/31 & 2/2	Timeline, maps. Grammar. Study questions. Kurzweil in Learning Center.	Seabiscuit background. Reading strategies. Reading journal check. Chapters 2-4 → journal & SQ	
2/7 & 9	Study question check. Grammar. Azar in Language Lab	Chapters 5 & 6 → journal & SQ Reading strategies	
2/14 & 16	Study questions Part I. Orals presentations on jockeys. Movie clips. Screen vs. page comp/contrast.	Notetaking strategies. <b>Journal Part I</b> due Draft Essay 1: comparison/contrast	
2/21 & 23	SQ Part I → submit. Grammar & vocabulary review. Poems, pronunciation, catch-up. <b>Grammar &amp; vocabulary test 1.</b>	Comparison/contrast essay, peer responses → submit. Jigsaw reading teams. Part IIa → journal & SQ	
2/28 & 3/2	Study questions and jigsaw teams Part IIa → quiz	Research topics and teams Jigsaw reading teams. Part IIb → journal & SQ	Introduction to Modes syllabus, Capstone, & WebCT Library orientation.
3/7 & 9	Study questions and jigsaw teams Part IIb → quiz	Seabiscuit racing summary. Research focus and drafts of essays. C/C essay revision due, with citations.	Notetaking Internet website navigation, ESL Webquest
Spring vacation—Take a break from your research, but finish the book and your study questions.			
3/21 & 23	Dictation, listening, reading comp progress sample. SQ part II → submit. Oral presentations on research progress.	<b>Journal Part II</b> due. Writing progress sample. Part III → retrospective journal and Part IIISQ.	Library database research with notes ESL Webquest
3/28 & 30	Study questions Part III → quiz Grammar & vocabulary review. Poems, pronunciation, catch-up. <b>Grammar &amp; vocabulary test 2.</b>	Seabiscuit wrap-up. Research paper workshop.	Review of database. Annotated bibliography
4/4 & 6	Movie clips.	<b>Research essay</b> , peer responses → submit.	Incorporating /documenting research Formatting presentations: Word, PowerPoint, video equipment.

<i>week</i>	ESL 157A	ESL 153A	ESL 185
4/11 & 13 <sup>11</sup>	Oral group presentations* of research report	Extensive reading strategy retrospective. Intensive reading strategy introduction. Read about reading: Keller excerpt → journal	
4/18 & 20 <sup>12</sup>	Keller keys → summary. Responses.	Research essay revision* due. Read about reading: Douglass excerpt → journal Portfolio prep, reflective essay prep.	
4/25 & 27 <sup>13</sup>	Douglass keys → summary Responses	Final Journal due—See B retrospective, Keller, Douglass. Summary/response essay Keller or Douglass, with citations.	
5/9 & 11 <sup>14</sup>	Grammar & vocabulary review. Poems, pronunciation, catch-up. Grammar & vocabulary test 3.	Portfolio preparation: Reflective essay, 2 revision packets, summary/response.	
Final exams <sup>15</sup>	Michigan test	Writing sample (to be added to portfolio)	

### Assignment summary

157A (Oral)	153A (Reading and writing)	185 (Modes)
Classroom participation and exercises Oral presentations (3 including Capstone*) Grammar and vocabulary tests (3) Study questions and quizzes (3)	Classroom participation and exercises Reading journals (3) Writing samples (best 2 of 3) Essays (5 including Capstone*) Portfolio	See workbook
* Capstone: The oral presentation and essay that are based on your research will be assessed additionally as a measurement of how well you have met the goals of the ESL program at Capital Community College.		