



Bethesda University

730 North Euclid Street, Anaheim, California 92801 Tel: (714)517-1945, Fax: (714)683-1440

GL112 ESL Academic Reading and Writing 3 Sat 12pm – 3:00pm

Professor Stephen Croft	
Class Hour: Sat 12pm-3pm	Class Room: 210
Office: 306	Phone: Please email me if you need anything or have any questions. I check my email daily.
Office Hours/ Consultation: Please email me if you need anything or have any questions. I check my email daily.	E-mail: Stephen.croft@buc.edu
TA: TBA (To Be Arranged)	Credit Unit: 3

A. Bethesda University Mission Statement

Bethesda University is a Christ-centered community of higher education preparing Korean/English speaking men and women with professional competence, academic excellence, and spiritual integrity to be servant leaders in the Church, community, and global society.

B. Relationship of Course to Bethesda University’s Mission

The main goal of the ESL Department of Bethesda University and this course in particular is to equip non-English speaking students with the necessary language skills to thrive with the North-American classroom setting and beyond.

C. Course Description

ESL Advanced Academic Reading and Writing is a high-intermediate course designed to advance students from a low-intermediate level of reading and writing to a high-intermediate level, and to prepare students for GL113, “Preparation for College Reading and Writing.” It is taught out of the belief that Christ Jesus is the author of all truth, the master of all language, worthy to be pursued in every language, country, and vocational context.

D. Course Objectives & Student Outcomes

	Expected Student Outcomes	Assessment Used to Measure Outcomes
Spiritually	Students will demonstrate growth in integrated thinking of language learning.	Completing an integration/application paper.
Intellectually	Students will increase vocabulary, grammar accuracy, and fluency.	Written and verbal entry-testing & exit-testing.
Socio-Emotively	Students will learn to channel emotions	Completing essays and readings about



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	into life skills.	real-life situations; primarily journaling.
Vocationally	Students will gain understanding in how learning English can forward their vocational goals.	Completing an integration/application paper.

E. Teaching/Learning Methods

Reading, Writing, Speaking, and Listening skills are developed integrally in this course by a myriad of methods. Students work in groups, respond in chorus, respond individually, watch videos and powerpoints, interact with materials, and much more, utilizing tactile, auditory, visual, and kinesthetic techniques.

F. Required Textbook(s)

No.	Title	Author	Publisher	Library code	Year
1	<i>Pathways: Reading, Writing and Critical Thinking 2</i>	Blass, Laurie; Vargo, Mari	National Geographic Learning	ISBN: 978-1-13331708-1	2013

G. Recommended Reading and Other Course Resources (All reserved for reading)

No.	Title	Author	Publisher	Library code	Year
1	Lonely Planet USA Phrasebook	Cotter, Colleen	Lonely Planet Publications	978-1864501827	2001
2	101 American Customs Understanding Language and Culture Through Common Practices	Collis, Harry; Kohl, Joe	McGraw Hill	ISBN: 978-0844224077	1999

H. Course Calendar/Schedule, include the following

N	Date	Theme	Reading	Assignments
1	8/29	Intro to class/professor; Identifying an Author's Main Idea; Guessing meaning from Context; Introduction to the paragraph; Writing a topic sentence.	N/A	Correlating textbook/workbook as assigned by professor
Last Day to Request Add/Drop is Friday of First Week				
2	9/5	Understanding a biographical text; identifying supporting ideas; supporting	N/A	Correlating textbook/workbook as assigned by professor



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		the main idea and giving details; writing a descriptive paragraph.		
3	9/12	Skimming for gist; making inferences; writing a concluding sentence; writing an opinion paragraph.	N/A	Correlating textbook/workbook as assigned by professor
4	9/19	Interpreting visual information; examining problems and solutions; explaining a chart or graph.	N/A	Correlating textbook/workbook as assigned by professor
5	9/26	Identifying cause and effect in an expository text; Using an outline to plan a paragraph; writing a paragraph with supporting information.	N/A	Correlating textbook/workbook as assigned by professor
6	10/3	Identifying Pros and Cons; Identifying figurative language; showing both sides of an issue; writing a persuasive paragraph.	N/A	Correlating textbook/workbook as assigned by professor
7	10/10	Identifying sequence in an expository text; using chronological order and transition words to plan a paragraph; writing a process paragraph.	N/A	Correlating textbook/workbook as assigned by professor
8	10/17	Scanning for specific information; Using a Venn diagram to plan a paragraph; Writing a comparison paragraph.	N/A	Correlating textbook/workbook as assigned by professor
Last Day to Request Grade Withdrawal "W" is Friday of 8 th Week				
9	10/24	Distinguishing facts from theories; paraphrasing and summarizing; writing a summary.	N/A	Correlating textbook/workbook as assigned by professor
10	10/31	Taking notes on an expository text; Using a T-chart to plan a paragraph; Writing a problem-solution paragraph.	N/A	Correlating textbook/workbook as assigned by professor
11	11/7	Review of Chapters 1-2	N/A	Correlating textbook/workbook as assigned by professor
12	11/14	Review of Chapters 3-5	N/A	Correlating textbook/workbook as assigned by professor
13	11/21	Review of Chapters 6-7	N/A	Correlating textbook/workbook as assigned by professor
14		Thanks Giving Break		
15	12/5	Review of Chapters 8-10	N/A	Correlating textbook/workbook as assigned by professor. Integration/application papers.
Last Day to Request Grade Incomplete "I" is Friday of 15 th Week				
16		Final		



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I. Assignments

All Assignments correlate with the Interchange curriculum. The one assignment given in addition is the integration/application paper, due near the end of the course.

J. Evaluation/Assessment Rationale for Grade Determination

1. Grade Assessment

1500 points total.

Each week is 100 points

-50 points for homework

-50 points for class-work + attendance

25 points Attendance (meaningful attendance: Attentive, effort)

5 points for start-of-class 'quiz'

10 points from student self-assessment

10 points from professor assessment

25 points in-class assessments total

2. Grade definition

- A Excellent – Student exceeds requirements in every way. Student progresses above expectations. Student shows undeniably clear effort.
- B Good – Student meets requirements in every way. Student makes significant progress. Student demonstrates significant effort.
- C Satisfactory – Student meets most requirements. Student makes some progress. Student shows noticeable effort.
- D Poor – Student meets more requirements than not. Student makes no progress. Student shows some effort, but is mostly lacking.
- F Failure – Student meets fewer than half of requirements. Student regresses. Student actively avoids giving effort towards class and learning.

3. Grade scale

Letter Grade	Numeric Grade	Grade Points
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7



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D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	59 or below	0

K. Course Policies

1. Attendance, Preparation, and Participation:

Students must attend all Class sessions. "Attendance" is measured not only by being present but by participating actively and completely. Half of the student's Attendance/Participation grade is derived from the student's self-assessment, and half is derived from the Professors' assessment.

Arriving one to 20 minutes late to any portion of class is considered "Late." Arriving more than 20 minutes late is considered an "absent." Three lates equal one absence. Each absence results in a 10% cumulative grade deduction. Three absences results in an automatic failure.

2. Deadlines:

Late homework loses 10% per day with a maximum deduction of 50% for completed homework

3. Advance Assistance:

Please refer to the Student Handbook or talk to Academic Affairs to see available advance assistance.

4. Assignment Options:

In unique circumstances, alternative options may be offered by the professor, at the professor's discretion, for extra or alternative credit.

5. Make up work:

If a student has a doctor's note or gains the professor's approval in advance, he may turn in late homework and make up classwork to receive full credit. Otherwise, late homework and classwork will be graded according to regular deadline guidelines.

6. Extra-credit work:

In unique circumstances, alternative options may be offered by the professor, at the professor's discretion, for extra or alternative credit.



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7. Emergency procedures:
Please refer to the Student Handbook to see emergency procedures.
8. Other policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Student Handbooks and Catalog.

L. Support Services

Students will be given the appropriate support services needed. To gain such support service, they may talk with Academic Affairs.