



South Central College

## EAP 0099 English as a Second Language (ESL) Support Lab

### Common Course Outline

#### Course Information

**Description** The first and second semesters of 100+level courses are the most difficult, especially if English is not your native language. EAP 0099 is a special individualized class to help you with English 100 and other MNTC introductory courses. You will receive expert guidance in reading textbooks, taking lecture notes, improving your writing, memorizing keywords, and preparing for and taking tests. Students registered for EAP 0099 Section 1 should ideally enroll concurrently in any section of English 100. Students who register for EAP 0099 Section 2 can be enrolled in any 100+ level MNTC introductory course. Section 2 starts four weeks after the start of the semester and meets for three hours per week instead of two. Prerequisites: Accuplacer ESL Reading Score of 101-120, or grade of C or better in EAP 0090 or EAP 0095, or recommendation of the student's instructor or faculty advisor.

**Total Credits** 1

**Total Hours** 32

#### Types of Instruction

Instruction Type	Credits/Hours
Lab	1/32

#### Pre/Corequisites

Corequisite	Self-identification as an ESL or multilingual student. Concurrent enrollment in an 100+ level course at SCC.
Prerequisite	Accuplacer ESL Reading Score of 101-120, or grade of C or better in EAP 0090 or EAP 0095, or recommendation of the student's instructor or faculty advisor.

#### Course Competencies

##### 1. Interpret instructor expectations correctly.

###### Learning Objectives

Read and correctly interpret a variety of course syllabi.  
Study and interpret a variety of Desire 2 Learn (D2L) course sites and additional course handouts.  
Ask clarification questions of academic course instructors.  
Take notes on written and verbal instructor directions.  
Confirm understanding by paraphrasing and seeking confirmation.

##### 2. Develop a plan and strategies for performing assigned textbook and other assigned readings.

### **Learning Objectives**

Ascertain the amount of reading for each course and the approximate time it will require during the semester. Identify the most important topics, main ideas and details of each reading unit or chapter, consulting with the academic course instructor as needed.

Develop a plan for which sections of the readings to read closely and which to read more globally.

Explore reading and lecture note-taking techniques and formats, and choose and apply an approach that best suits one's learning style.

Schedule times and places for doing assigned readings and reviewing lecture notes, monitor schedule throughout semester, and revise as needed.

## **3. Produce appropriate and comprehensible English texts in response to writing tasks.**

### **Learning Objectives**

Determine the organization, genre, register, length and format of the writing demanded by a certain task.

Examine examples of previous student work, models, and rubrics provided by instructors to discover the key writing criteria.

Assess one's own writing products by comparing them with directions, models, and rubrics.

Review the rules of English grammar, including syntactic patterns and word forms, and apply them to one's own writing.

Accept responsibility for learning and applying the stylistic, spelling and punctuation rules of each instructor.

## **4. Acquire the vocabulary and concepts necessary to understand lectures and readings in one's academic courses.**

### **Learning Objectives**

Extend one's knowledge of prefixes, suffixes and roots common to specialized vocabulary in one's academic courses.

Investigate and practice the most common collocations of key vocabulary in one's academic courses.

Use academic English dictionaries and L1 dictionaries to research the spelling, pronunciation, meaning, usage, synonyms, etc. of vocabulary.

Practice using new vocabulary in speech and writing.

Select the most appropriate words among similar words based on their connotations.

## **5. Prepare for quizzes and tests in one's academic courses.**

### **Learning Objectives**

Confirm the dates, scope, content, format, and expectations of tests and quizzes for each academic course.

Determine a plan and a strategy suited to preparing for each type of assessment.

Choose and utilize available online study resources such as digital flashcard, quiz, video, and other instructional apps.

Create and utilize a variety of digital and material study aids suited to one's own learning style and strengths.

Seek and accept the help of classmates, tutors, and instructors in reviewing academic content and preparing for tests and quizzes.

## **6. Devise strategies for communicating effectively with instructors.**

### **Learning Objectives**

Observe and analyze the classroom questioning and participation patterns and strategies of other students.

Write polite and clear emails to instructors.

Arrange meetings with instructors in person and by email.

Visit instructors in their offices to ask questions and seek assistance and feedback.

Demonstrate one's understanding and reasoning by asking questions and making relevant comments in whole class lectures and discussions.

## **7. Communicate effectively with classmates.**

### **Learning Objectives**

Establish supportive and collegial relationships with classmates by using a variety of culturally appropriate strategies.

Join actively and positively in class and small group discussions and other group or pair tasks.

Listen to classmates attentively and respectfully as indicated through verbal and non-verbal behavior.

Evaluate peers in accordance with instructor's instructions and offer feedback tactfully and constructively.

Accept feedback from classmates gracefully and thoughtfully.

**8. Accept and learn from feedback from instructors.**

**Learning Objectives**

Ask instructors to explain grades, grading criteria, and comments.

Clarify misunderstandings about assignments, grading criteria, and due dates.

Explain important cultural differences and individual circumstances to instructors.

Accept responsibility for one's misunderstandings and errors and apologize as needed to repair relationships with instructors.

Negotiate opportunities for make-up work, extensions of deadlines, extra credit or alternative assignments, excused absences or other exceptions to instructor or school policy to the extent permitted by the instructor.

Seek out additional feedback and advice from instructors related to not only one's courses but one's future studies and career.

Revise and seek to improve one's academic performance on the basis of instructor feedback.

**9. Seek academic assistance and personal support as needed.**

**Learning Objectives**

Adhere to the school and instructors' policies regarding acceptable assistance, including their policies on plagiarism and use of memory aids.

Seek appropriate assistance from tutors, other academic support staff, and online academic resources after getting the approval of one's instructor.

Acquaint self with and utilize personal and community resources needed to ensure one's stable enrollment and academic success.

Cooperate with classmates outside of class to form study groups and complete assignments as allowed by the instructor.

Utilize both face-to-face and online campus opportunities to support and enhance one's own learning, academic, and professional advancement.