

English as a Second Language (ESL)

2025-26 Syllabus

Part 1: Course Information

Instructor Information

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Course Description

The English as a Second Language (ESL) classes for high school English Learners (EL) offer instruction and practice in the four areas of language: listening, speaking, reading, and writing. Students enrolled in these classes are working to improve their English skills to help them in their other high school courses and to function more fully in an English-speaking environment. Students in the ESL classes are also working toward mastering the skills necessary to pass the annual ELPA21 (English Language Proficiency Assessment for the 21st Century) examination so they may enter the transitional phase of ESL.

ESL Aims:

- 1) Acquire and use skills to learn English vocabulary throughout students' lifetimes in order to communicate more effectively in an English-speaking environment.
- 2) Acquire and use English sentence structure and grammar to help students communicate more effectively in an English-speaking environment.
- 2) Acquire and use literacy skills in English to function in high school, college, and the workforce. This includes developing inferential and critical reading skills, as well as developing evaluative and persuasive writing skills in English.

Prerequisites:

Taking the ELPA21 or ELPA Screener.

For those who took the most recent ELPA21 test or screener:

Students must take a daily ESL class if they scored less than 4 on any of the ELPA subtests: listening, reading, speaking, or writing.

High School English Requirements for ESL Students:

“Two (2) high school ESL credits may be counted toward the four (4) English credits required for graduation. Additional ESL courses shall be counted as elective humanities credits” (3.207, 5b).

CCHS requires that all ESL students must have at least one high school English EOC (End of Course) test.

All ESL students must have at least four English credits as part of their high school requirements. Two years of ESL classes are effectively equivalent to two credits of high school English and two humanities electives. Two additional years of ESL classes are equitable to English I and English II and two humanities electives.

How to Exit from ESL:

In order to exit from ESL, students must score at least a 4 on all of the ELPA21 subtests: Listening, reading, speaking, and writing.

Textbook and Course Materials

Required Materials:

We will be using a variety of texts in class, including items downloaded from internet sites. These texts include the following sources:

TEAM (Teaching ELLs for Academic Language Mastery), various levels

Ready, Set, Go! Newcomers

Exploring English Grammar

Language Arts Today

Greek and Latin Roots, Books 1 and 2

Finish Line for ELLs 2.0: English Proficiency Practice

Students will have access to Chromebooks for classroom use as well as home use if school is remote. If a student is excluded from the school buildings for a time because of sickness, they will have assignments available.

Course Structure

Courses will be delivered through lecture, discussion, and activities, including on-line activities. Students should be aware that they will be expected to take notes and otherwise participate in class, including listening, speaking, reading, and writing. Grades will be earned through classwork, quizzes, and writing assignments. We will often be using Chromebooks and Google Docs, so your parents must sign for you to use a g-mail address that is only for school use.

Part 2: Student Learning Outcomes

The student learning outcomes for this course are taken directly from the ELPA21 website, www.elpa21.org. The 10 ELPA21 standards have been adopted by the Tennessee Department of Education as state standards for ESL students.

The ELPA21 standards for speaking and writing include linguistic complexity, language forms and conventions, and vocabulary usage. All four language domains (listening, speaking, reading, and writing) also include register, genre, topic, task/situation, and recognizing participants' identities and social roles.

Students will meet the objectives listed above through a combination of activities.

Most of the state objectives will be met through daily work and tests. There may also be some projects.

Part 3: Topic Outline/Schedule

The following is our daily and weekly format for the semester.

| Day of the Week | Topic | Readings/ Resources | Activities | Due Date |
|---|---|--|--|---|
| Monday Focus on Listening and Reading Phonics | Grammar Listening Skills PS (Phonics Skills) | Google Slides TEAM | Skill introduction Google Slides on Boxlight Listen to CD or teacher Use Chromebook | At the end of the class session* |
| Tuesday Focus on Reading Phonics | Grammar Reading Individual Reading PS/Vocabulary | Google Slides TEAM | Skill introduction Google Slides Reading Text Chromebook | At the end of the class session* |
| Wednesday Focus on Reading Phonics | Grammar Reading practice PS/Vocabulary | Google Slides TEAM | Skill introduction Reading Text Chromebook | At the end of the class session* |
| Thursday Focus on Writing Phonics | Grammar Writing/Editing PS/Vocabulary | Google Slides TEAM | Skill introduction Chromebook | At the end of the class session* |
| Friday Focus on Speaking Quizzes | Grammar Quiz Voc. Quiz Formal Speaking practice | Grammar quiz Vocab. quiz TEAM speaking practice | Take quizzes. Practice academic speaking | At the end of the class session * Any other dates will be announced. |

Part 4: Grading Policy

Class participation includes participating during any classroom assignment and turning in completed work, as well as any homework assigned. Classwork is, therefore, 45 percent of your grade.

An assignment is an assignment, not a suggestion. If an assignment of any type is not completed, you have chosen a grade of zero. You will not be able to make up a zero grade if you have chosen not to do an assignment.

An assignment that is turned in late may be reduced by a grade level for each school day that the assignment is late.

The following are the percentages of your total grade:

| | |
|-----------------|------|
| Class work: . | 45%* |
| Quizzes/tests: | 40% |
| Final Exam/EOC: | 15% |
| Total: | 100% |

* Significantly longer assignments will have their grades doubled or tripled, or they may be broken into smaller segments for grading. The total overall grade percentage will still be 45% for class work.

| Letter Grade | Percentage | Performance |
|--------------|------------|------------------|
| A | 90-100 % | Excellent Work |
| B | 80-89 % | Good Work |
| C | 70-79 % | Adequate Work |
| D | 60-69 % | Poor Work |
| F | 0-59 % | Not Passing Work |

Viewing Grades in ASPEN:

Grades will be posted to ASPEN. Click on the My Grades link to view your scores.

Your instructor will update the online grades each time an assignment is completed—typically 1-3 days following the completion of an activity. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course.

Part 5: School and Course Policies

Attend Class

If a student is absent, it is the student's responsibility to ask for make-up work.

Participate

Students are expected to participate in class. As this is a class designed to improve English skills, including verbal skills, we will ask students to read aloud and to answer questions verbally. Students' participation will be reflected in grading.

Make sure that you inform your instructor when difficulties arise during the semester so that he or she can help you find a solution.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from the instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

Academic Dishonesty Policy

Cocke County High School lists the following as forms of academic dishonesty:

... Cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

Consequences of Cheating:

Confirmation of cheating will result in a zero for the assignment.

There is no first warning except for this notice in the class syllabus.

Cheating includes the use of "cut and paste" from the internet without citation for writing assignments.

State Testing Code of Ethics and Security

The following information has been provided by CCHS:

It is important for you as a student to know that the following guidelines are to be strictly followed. For those of you earning English I or II in this class, the TNReady EOC test will count as 15% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
 - Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
 - Best practice is for students to leave devices at home or in their lockers on the day of testing.
 - If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test.
 - If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least

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- 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
 - The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
 - I will focus and put forth effort on the test.
 - Being honest and not cheating
 - If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.

Cell Phone and Related Devices Policy

State law has been enacted, effective July 1, 2025, concerning students' use of cell phones in the school setting. The Cocke County Board of Education policy for cell phones and related devices now includes the following:

"The personal communication device must be in the off mode and placed in a backpack, pocketbook, or stored out of sight until the end of the school day. This includes instructional time, lunch periods, and transition times between classes."

Classroom disciplinary consequences will follow the school policy.

When we need to use the internet, we will use Chromebooks as a group and/or individually, or the teacher will use his or her computer to access the internet.

Furthermore, "In the event of an emergency, students will have access to school phones, and staff will assist in facilitating necessary communication," according to Cocke County Board of Education Policy 6.312.