Instructor Information

Instructor  Anna Biryukova
Telephone  972-761-6744
Email      AnnaBiryukova@dcccd.edu
Office     C 286
Office Hours  By appointment

Course Information

Course Number  ESOL 0031
Section  83250
Credit Hours  2
Class Meeting Times  Saturdays, 9:00-11:40 a.m. in WH 149
Prerequisite  Appropriate assessment

Required Texts and Materials


Some Important Dates

Major Assessments  #1  Saturday, March 22  
                  #2  Saturday, May 3
Withdrawal Deadlines  Without a “W” – February 6  
                      With a “W” – April 20
No Classes  Spring Break – March 14  
            Spring Holiday – April 4

Catalogue Description

This course focuses on developing basic social and pre-academic listening and speaking skills. It includes skills such as understanding and giving descriptions, directions, and explanations, and listening for main ideas. Conversation conventions are practiced as well as non-verbal communication skills. Pronunciation and listening for discrimination are introduced through the study of basic phonetic segments and intonation patterns. (1 Lec., 3 Lab.) Coordinating Board Academic Approval Number 3201085512
Learning Outcomes

This course will help you develop your speaking and listening skills as you prepare for academic coursework. When you complete this course successfully, you will be able to do the following.

Listening:
- Understand main ideas and meaning in lectures and conversations
- Take notes and gather information
- Recognize sounds, stress, rhythm and intonation patterns in spoken English

Speaking:
- Perform basic social functions such as making introductions, asking for information, and giving directions and advice
- Describe situations using conventional English storytelling practices
- Compare and contrast different situations, events, or objects
- Summarize, interpret, and predict information
- Discuss points of view and opinions

Pronunciation:
- Understand relationships between spelling and sounds
- Understand linking
- Lengthen vowel sounds and raise pitch of strong (stressed) syllables
- Pronounce the most important word (focus word) in a sentence with a change in intonation
- Pronounce ending sounds of words

Evaluation Procedures

Unit/Chapter Learning Activities  30%

Examples of activities: Taking notes, discussing issues, giving opinions, role-playing, creating presentations. You will actively use English to communicate.

Unit/Chapter Assessments  30%

Examples of assessments: Quizzes and pop quizzes, recordings, presentations, individual or group projects. In all cases, you will need to show that:

1) You understood the information covered in the unit or chapter.
2) You can use the vocabulary and concepts covered in the unit or chapter.
3) You are improving your English skills.

Major Assessment 1  10%

Questions cover Quest Intro Chapters 1-3 and Clear Speech from the Start, Chapters 1-7.

Major Assessment 2  20%
Questions cover *Quest Intro* Chapters 4-6 and *Clear Speech from the Start*, Chapters 8-15. You MUST TAKE AND PASS this assessment to pass this course.

Lab Assignments 10%

Six two-hour assignments must be completed outside of class time. You are responsible for completing each assignment by the due date. There will be a class orientation to the lab. If you miss the orientation, you are responsible for obtaining the information on your own. Contact the instructional associate for Listening/Speaking in the Language Lab, WH 261, or by email to ListeningLab-RLC@dcccd.edu.

**Grading Scale**

To pass this course, you must meet BOTH of the following requirements:

1. Pass the second major assessment with a grade of 75% or above.
2. Have an overall course average of 75% or above.

**Passing Grades:**

If you meet the two requirements for passing this course, you will receive one of the following passing grades:

- A = 90-100%
- B = 80-89%
- C = 75-79%

**Failing Grades:**

If you do not meet the two requirements for passing this course, you will receive one of the following failing grades:

- D = 60-74% OR course average of 75% or above but a non-passing grade on the second assessment
- F = 59% or below
- N = 74% or below, if you stop attending and do not officially drop the course.

**Policies and Notices**

1. **Attendance**

   In order to be successful you must attend and participate in enrolled courses. Email me if you are absent and contact a classmate about what you missed. Because participation is such an important part of our class, being absent or late for class will negatively affect your Learning Activities grade. Missing more than two weeks’ worth of classes may result in a failing grade of D, F, or N.

2. **Academic Progress**

   You are encouraged to discuss academic goals and degree completion with me. Specific advising is available throughout the semester. Check [7Steps2Success](#) for more details.
3. Classroom Policies

There are many activities in this course that require active participation. It is important that every student feel comfortable in speaking and participating fully. Be courteous and listen respectfully when your classmates or I speak. Common courtesy also extends to the use of cell phones, food, and drink.

**Cell Phone Policy:** Turn off or silence cell phones. If you receive an emergency call, leave the room quietly before answering.

**Audio or Video Recordings:** The lecture and discussions in this course may not be recorded without specific permission. While I understand students’ desires to review classroom information at home, recordings can make some students uncomfortable and it raises questions about privacy.

**Food and Drink Policy:** Food and drinks are allowed in classrooms at an instructor’s discretion. Ask me for my policy. Food/drinks are not allowed in labs.

4. Academic Integrity and the Honor Pledge

To learn well, you must do your own work. Every student in my classes is expected to maintain a high standard of academic integrity. You should read the DCCCD Code of Student Conduct at [http://www.richlandcollege.edu/conduct](http://www.richlandcollege.edu/conduct) and abide by it. You will be required to sign an honor pledge stating that you have read and understood the policy and the consequences of violating the standard. If you have any questions about the meaning of academic honesty and what is expected of you, ask me.

5. Course Withdrawal Procedures

I hope you will complete this course. However, if you decide to drop this course for any reason, go to the Multicultural Center and speak with an adviser. If you receive financial aid, you should also speak with the Financial Aid Office. **ESOL students should not drop classes at the Admissions Office.** If you stop attending without officially dropping the course, you will be assigned a non-passing grade of D, F, or N.

6. Institution Policies

For Richland College’s policies on dropping and repeating courses, the effect on financial aid, and other important information, please visit [www.richlandcollege.edu/syllabusinfo/syllabilinformation.pdf](http://www.richlandcollege.edu/syllabusinfo/syllabilinformation.pdf).

7. TSI Statement

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such as English 1301/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available from the TSI Office in T170T or T170S (phone no. 972-238-6115 or 972-238-3787) or at [http://www.rlc.dcccd.edu/regi/resource/tsi.htm](http://www.rlc.dcccd.edu/regi/resource/tsi.htm).
8. Syllabus Change Disclaimer

The instructor reserves the right to amend this syllabus as necessary.

**Tentative Course Plan**

This plan may be adjusted depending on the specific needs of the class. Quizzes, including pop quizzes, and other assessments may be given throughout the semester.

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Syllabus Acknowledgement

I have received, read, and understood the syllabus for this course.

_________________________________   _________________________________________
Name (Signed)                            Date

_________________________________
Name (Printed)