I. Course Description and Prerequisites

ESOL 0043. 83830 (Reading)
This course includes specific reading comprehension skills, reading efficiency strategies, critical thinking skills, vocabulary expansion, and the use of campus resources such as labs and libraries. Learning outcomes include the ability to recognize modes of discourse in academic texts, to determine main ideas and supporting details, to guess the meaning of unfamiliar terms using context, to understand an author’s purpose and figurative use of language, to recognize paraphrases, to distinguish fact from opinion, and to use inference.

ESOL 0053. 83830 (Writing)
This course stresses the process of paragraph writing and the characteristics of effective paragraph structure. It also introduces modes of discourse such as description, cause-effect, and comparison-contrast. Learning outcomes include the ability to write paragraphs in different modes of discourse and to write a 5-paragraph essay with an effective introduction and conclusion.

ESOL 0063. 83830 (Grammar)
This course reviews grammar points studied in ESOL 0061 and ESOL 0062 and introduces elements necessary for students to write effective essays. It continues the study of verb tenses, parts of speech, and modals and introduces adverb, adjective, and noun clauses. Learning outcomes include the ability to recognize and correctly use clause-level grammar, passive voice, direct speech and reported speech.

COMG 1002. 82830 (Listening/Speaking)
These courses assist in the integration of interpersonal skills, social skills, and cultural and conversational acclimation – skills that are necessary to succeed in business and to become a team player. By taking these courses students will be able to increase their ability to communicate effectively in the work environment and to interact appropriately with supervisors and co-workers. Students are engaged in the constant practice of interpersonal, group, and public communication in which they express their ideas and opinions in English. The content of these courses include: vocabulary expansion, pronunciation practice, listening skills, verbal and nonverbal communication skills and the study of American culture including clichés, proverbs and sayings used in everyday English. Learning outcomes include the ability to understand various modes of spoken discourse, to listen to lecture-length spoken discourse, to prepare and deliver a short informational speech.

This course includes the SCANS competencies, in which students will:
- Maximize resources by learning to budget time and money, utilizing existing resources to accomplish a task, distributing duties to various team members, and utilizing space in a productive manner.
- Exhibit interpersonal skills by working as a member of a team, participating in peer instruction, learning to serve customers, negotiating with others, and working with different cultures.
- Utilizes information skills by acquiring and evaluating data, organizing and maintaining information, interpreting and communicating data, and processing information.
- Apply systems concepts by understanding technological and organizational systems, distinguishing trends, predicting results, and correcting performance.
- Use technology by demonstrating ability to use software in computer programs, and using the Internet for class assignments.
Eligibility for Level 3 at the AECI is determined in one or more of the following ways: 1) appropriate scores on COMPASS assessment test and/or 2) successful completion of the previous level of study at the AECI with a grade of 75 or higher.

II. Course Policies and Classroom Atmosphere

A. Attendance/Punctuality (Being on Time)
In order to be successful students must attend and participate in enrolled courses. As an F-1 student, you are enrolled full-time in the American English and Culture Institute. You are expected to attend class every day as part of your visa requirement. If you are absent, you are causing problems for yourself, your instructor, and other students in the class. Excessive absences can affect your visa status. You will often be required to participate in group activities, and many assignments cannot be made up. The students’ holidays in this session are February 19 and 20, 2015. Spring break is March 9 – 13, 2015.

Religious holidays
Absences for observance of a religious holiday are excused. If you have to miss class days for a religious holiday, you must tell the instructors by the end of the first week so that we can prepare make up material for you.

Punctuality is important in American culture. We begin class promptly. We expect you to be on time and stay until dismissal.
- 3 tardies (being late for more than 10 min) = 1 absence
- Missing 1 hour or more of class in any one day = 1 absence
- 1 early departure of less than 1 hour (prior to instructor dismissal) = 1 tardy
- 6 or more absences = 10 points off final grade

Students have been allotted five absences for session, and students are responsible for determining how they will utilize these absences. When you are absent, it is your responsibility to check with your instructors to find out what you missed. If you are absent on a day on which an exam, quiz, or in-class essay is scheduled, you will not be allowed to make up the assignment unless you contact the instructor by telephone or e-mail about your absence. If a student has an extenuating circumstance or illness causing the student to exceed the allotted five absences, the student should inform all instructors and an international student advisor in Multicultural Center. Excessive absenteeism will be reported to Multicultural Center. Instructors follow the attendance policy outlined above.

B. Academic Progress
Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check www.richlandcollege.edu/admissions/process.php for more details.

C. ESOL Corner
AECI students needing additional help with listening/speaking, reading and writing/grammar are welcome to come to the ESOL Corner. The ESOL Corner is a drop-in tutoring center located on the second floor of Wichita Hall, across from the Language Lab (WH261). A tutoring schedule listing the days and times a tutor will be available to help you is posted there.

D. Contingency Plan Statement
If the college has to temporarily close, you should log in to your eCampus course shell for WRITING/Announcements for further information and instructions. If you don’t have internet access at home, you will need to ask someone who has access to give you the information. You may need to borrow someone else’s computer or use public internet access at a library or Internet cafe to complete assignments.

E. Lab Requirement
For your courses, you are required to complete six online lab assignments outside of class. These assignments are designed to give you extra practice in writing, grammar, and reading to help fulfill the objectives of these courses. These assignments ARE DIFFERENT FROM online assignments that you will receive as part of class for Ms. Williams, Mr. Gordon, Mr. Habibullah or Mrs. Dudar. New students will attend a lab orientation and receive a lab packet needed to complete the assignments. You are responsible for completing all assignments by the due dates listed on the assignment calendars provided by your lab instructor. The Instructional Specialist for your labs, Gabe Edgar, will grade the assignments. You may view your grades throughout the session on the Blackboard system. If you have any questions about your lab assignments, contact Gabe Edgar by e-mailing him at GEdgar@deccd.edu. The grade you receive upon completion of all lab assignments is worth 10% of your lecture course grade. Therefore, poor assignment grades or failure to complete your lab assignments will affect your lab grade, and ultimately affect your final grade for your course.

F. Homework
You must turn in homework when it is due. Homework is to be done outside of class time, not during it. Essays are due at the beginning of the class on the day that they are due. All late homework will receive a lower grade than homework which is turned in on time. Late homework may receive a grade of 0. Take-home essays MUST be typed in 10- or 12-point font, double-spaced. No handwritten take-home essay will be accepted. You are also required to submit take-home essays via Safe Assign on eCampus. If you do not have a computer and/or printer at home and must use one of the school labs to type and/or print your essay, you must allow enough time outside of class to do this and turn your essay in on time. If you do not submit your essay through Safe Assign, you will receive a grade of zero for the essay.

G. Classroom Atmosphere
In this course, you will be expected to participate in group activities as well as individualized projects and assignments. You should share your ideas and encourage your classmates to talk as much as possible during small group sessions and class discussions. At all
times you should do your best to make other students feel relaxed and at ease. You are required to speak only English in the classroom, regardless of a shared native language with a classmate.

H. Smoking, Eating, and Drinking
Smoking is allowed on campus only in special designated areas. These areas have signs that show you may smoke there, and they have ashtrays. Eating is not allowed in the classrooms. Water (in bottles) will be allowed only as long as there are no spills. Students are responsible for keeping the classroom neat and clean.

I. Cell phones, tablets and other electronic devices.
It is distracting and extremely impolite to disturb class by allowing your cell phone to ring. ALWAYS turn your phone OFF before class begins. Do not set it to “vibrate”; this still makes enough noise to interfere with class. The instructor will determine if cell phones may be used during a classroom setting. Cell phone privileges will be removed if the instructor determines the cell phone use is not being used for academic purposes or if cell phone use becomes disruptive to classroom instruction. If your electronic device becomes disruptive, the teacher may require you to put it away or surrender it until end of class. Students who disrupt classroom instruction are in violation of the Student code of conduct.

Note: If you have an emergency and need to have a cell phone on so that you can receive calls or notification from a friend or family member, tell your instructor BEFORE CLASS BEGINS and you will not be penalized if your phone goes off.

Electronic dictionaries and translators ARE NOT ALLOWED IN THE LEVEL 3 CLASSROOM at any time. Do not bring them to class. You may not use an internet-equipped cell phone for a dictionary, either. You are welcome to bring an English-English dictionary to class (see course materials list in part V).

ALL ELECTRONIC DEVICES ARE PROHIBITED DURING IN-CLASS PRESENTATIONS, ESSAYS AND ALL TESTS.

III. Institutional policies of Richland College and the Dallas County Community College District:
You can find institutional policies (those that apply to ALL courses at Richland) on the Richland College website at the following link: www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf

A. Academic Responsibility and Integrity
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion (working with another student and both of you turning in the same work). Cheating is a serious offense at the American English and Culture Institute. If you are caught cheating in class, you will receive an “F” on the assignment. Cheating includes copying the work of others, using notes, and using books/information from other students during tests or exams. YOU MUST DO YOUR OWN WRITING. Copying the words and/or ideas of others as a reference or “lifting” material from Internet sources without citing their work is considered cheating. Turning in work that has been written by someone else is plagiarism. You will receive a grade of zero on any plagiarized material. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD catalog. http://www1.dcccd.edu/cat0506/ss/code.cfm

B. Withdrawal policy
If you are unable to complete this course, it is your responsibility to officially withdraw. The withdrawal request must be received in the Registrar’s Office by February 28, 2015. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop this course or withdraw from the college before the official drop/withdrawal deadline, you will receive a grade of “W” (Withdraw) in this course. Your instructors cannot help you with withdrawal procedures. You must speak to an advisor in the Multicultural Center. Withdrawing from this course could affect your F-1 visa status.

C. Final exams
The final exams will be given starting on March 5, 2015. Students cannot take final exams early unless they have an emergency situation. Travel plans are not an emergency situation. If students have pre-purchased travel tickets that require them to leave on or before March 20, 2015, then they must speak to their instructors IN THE FIRST WEEK OF CLASS about this.

D. Emergencies on campus
To help you know what to do during an emergency on campus, please watch the video on Keeping Safe in a Campus Emergency at http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv (also available on eCampus).

IV. Course Grading and Recommendations
In order to be promoted to level 4, the overall average of your final grades in the four skill areas in Level 3 must be 75% or higher (based on the grading scales for this level), AND the average of your final grades in the reading and writing skill areas must be 75% or higher.

Grammar (25% of final grade)  Listening/Speaking (25% of final grade)
10% lab 5% pre/post listening assignments
40% in-class tests 10% presentation 1
15% grammar on three essays 15% presentation 2
10% homework 25% in-class quizzes
25% final exam 20% eCampus assignments

Grammar (25% of final grade)
10% lab
40% in-class tests
15% grammar on three essays
10% homework
25% final exam

Listening/Speaking (25% of final grade)
5% pre/post listening assignments
10% presentation 1
15% presentation 2
25% in-class quizzes
20% eCampus assignments
25% final exam
Reading (25% of final grade)  
10% lab  
20% eCampus assignments  
25% in class reading quizzes  
20% homework & vocabulary assignments  
25% final exam  

Writing (25% of final grade)  
10% lab  
10% Journal  
30% In-class and take-home essays  
25% writing tests & homework  
25% final exam essay  

Letter and number grade scale for final grade calculation:  
A = 90 - 100  
B = 80 - 89  
C = 75 - 79  
D = 74 - 60 (Poor performance; repeat level of instruction)  
F = 59 and below (Failing performance; repeat level of instruction)  

**Remember** You will lose 10 points off your final total grade if you have 6 or more absences in this 8-week period.  

Records of grades  
Instructors maintain a list of grades on eCampus for each course. As a student, YOU are responsible for checking those grades and for being aware of what your grades are. Instructors are NOT responsible for reminding you to turn in homework, make up missed tests, for giving you make-up work if you do not do assigned homework, or for giving you warnings about low grades.  

End of Course Meeting  
On the last day of the semester, each student will be able to meet with the course instructors to receive final grades and future course placement information. The date for this session is March 20th, 2015. Students must not leave town before this date if they wish to receive their grades and placement information. NOTE: Final grades and placement information will only be given by instructors at the scheduled appointment time. Students who do not attend a conference with their instructors will have to receive their grade information through eConnect and their placement information from a Multicultural Center advisor.  

V. Course Materials  

Pearson Longman  
ISBN-10: 0-13233-331-7  

Impressions 2 America through Academic Reading by Benz and Benz  
Heinle Cengage Learning  

NOVEL:  
The Sign of the Beaver by Elizabeth George Speare  
ISBN 978-0-547-57711-1  

Longman Academic Writing Series 4, 5th edition by Alice Oshima and Ann Hogue  
Pearson Education  

Learn to Listen, Listen to Learn, 3rd Edition by Roni S. Lebauer  
Pearson Education  

Academic Word Power 2, by Celia Thompson (NOTE: This book is for the online lab classes with Gabe Edgar.)  
Houghton Mifflin Company  
ISBN: 978-0618397698  

Writing Clearly: An Editing Guide by Janet Lane (NOTE: This book is for the online lab classes with Gabe Edgar. It is used in Levels 3 and 4.)  
Heinle & Heinle  
ISBN: 9780838409497  

Optional: Longman Dictionary of American English (Any other English-only dictionary is also acceptable.)  
Addison Wesley Longman  
ISBN 0-201-58242-2  

You will also need a good organizing system, preferably a 3-ring binder, in which to keep all your handouts, worksheets, in-class assignments, and homework, as well as plain white loose leaf paper for doing assignments. There will be a large amount of paper to keep track of in this level, and if you are not organized, you will not be able to find critical information when you need it.
<table>
<thead>
<tr>
<th>Week</th>
<th>Writing</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| 1    | • Paragraph structure  
      • Topic sentences  
      • Narrowing a topic  
      • Brainstorming and outlining | • Review of gerunds and verb tenses  
      • Future perfect and future perfect progressive tenses  
      • Gerund practice |
| 2    | • Classification/Logical division of ideas  
      • Unifying principles of classification  
      • Essay Structure/Outlining  
      • Introductions and thesis statements  
      • Conclusions and summary statements | • Test #1 on gerunds, verb tenses  
      • Introduction to passive voice  
      • Passive voice practice |
| 3    | • Classification Essay in class  
      • Writing test #1 on essay structure | • Test #2 on passive voice  
      • Compound sentences  
      • Fanboys  
      • Paired conjunctions  
      • Transitions |
| 4    | • Comparison/contrast mode  
      • (Sentence structure, Transitions and organization of an essay)  
      • Comparison/Contrast Essay assigned | • Test #3 on compound sentences and paired conjunctions  
      • Complex sentences with adverb clauses |
| 5    | • Comp/contrast cont.  
      • Peer editing  
      • Writing test #2 on comp./contrast mode | • Test #4 on adverb clauses |
| 6    | • Methods of organization of Cause/Effect essay (Sentence structure /Transitions) | • Complex sentences with noun clauses  
      • punctuating quoted speech  
      • Reported speech |
| 7    | • Cause/Effect essay assigned  
      • Writing test #3 on cause/effect mode  
      • Final Exam | • Complex sentences with adjective clauses  
      • Test #5 on noun clauses  
      • Final review |
| 8    | • Conferences | • Final exam  
      • Conferences |
<table>
<thead>
<tr>
<th>Week</th>
<th>Listening/Speaking</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>Discovering Meaning</strong></td>
</tr>
<tr>
<td></td>
<td>Listening for spelling and numbers</td>
<td>Vocabulary strategies &amp; Contexts Clues</td>
</tr>
<tr>
<td></td>
<td>Basic note-taking</td>
<td>Topic/Stated Main Idea</td>
</tr>
<tr>
<td></td>
<td>First in-class listening quiz</td>
<td><strong>First Assigned Reading Article: Consumerism &amp; Social Mobility</strong></td>
</tr>
<tr>
<td></td>
<td>Online quiz 1</td>
<td>Intro to novel <em>The Sign of the Beaver</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Reading Quiz #1 (vocabulary strategies, and article #1)</em></td>
</tr>
<tr>
<td>2</td>
<td>Listening for details, to predict content, and for definitions</td>
<td><strong>Modes of Organization &amp; Supporting Details</strong></td>
</tr>
<tr>
<td></td>
<td>Basic information synthesis</td>
<td>Identifying Patterns/Modes of Organization &amp; Transitions</td>
</tr>
<tr>
<td></td>
<td>Introduction to informative presentations</td>
<td>Major/Minor Supporting Details</td>
</tr>
<tr>
<td></td>
<td>In-class listening quizzes</td>
<td>Second Assigned Article: <em>Why Do People Criticize Walmart?</em></td>
</tr>
<tr>
<td></td>
<td>Discussion Board assignment 1</td>
<td>Novel: Section 1 assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Reading Quiz #2(topic/main idea, modes of organization, supporting details, and article #2)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Novel Discussion &amp; Quiz #1</strong></td>
</tr>
<tr>
<td>3</td>
<td>Listening for different modes of organization</td>
<td><strong>Implied Main Idea &amp; Inference Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Rough draft of informative presentation #1 outline</td>
<td>Implied Main Idea</td>
</tr>
<tr>
<td></td>
<td>In-class listening quizzes</td>
<td>Inference Skills</td>
</tr>
<tr>
<td></td>
<td>Online quiz 2</td>
<td>Third Assigned Article <em>Youth Sports in the US</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Novel: Section 2 assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Reading quiz #3 (implied main ideas, inference, and article #3)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Novel Discussion &amp; Quiz #2</strong></td>
</tr>
<tr>
<td>4</td>
<td>Stress and intonation practice</td>
<td><strong>Paraphrasing</strong></td>
</tr>
<tr>
<td></td>
<td>Informative presentation #1</td>
<td>How to paraphrase what you’ve read</td>
</tr>
<tr>
<td></td>
<td>In-class listening quizzes</td>
<td>Recognizing good paraphrasing (same or different)</td>
</tr>
<tr>
<td></td>
<td>Discussion Board assignment 2</td>
<td>Summarizing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fourth Article <em>Title IX</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Novel: Section 3 assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Reading quiz #4 (paraphrasing and article#4)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Novel Discussion &amp; Quiz #3</strong></td>
</tr>
<tr>
<td>5</td>
<td>Word stress and changes in pronunciation</td>
<td><strong>Fact or Opinion and Author’s Purpose</strong></td>
</tr>
<tr>
<td></td>
<td>Listening to lecture-length selections</td>
<td>Distinguishing between facts &amp; opinion</td>
</tr>
<tr>
<td></td>
<td>In-class listening quizzes</td>
<td>Author’s Purpose to inform, to entertain, and to persuade</td>
</tr>
<tr>
<td></td>
<td>Online quiz 3</td>
<td>Fifth Assigned Reading: <em>Public Art</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Novel: Section 4 assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Reading quiz #3 (fact/opinion, author's purpose, and article #5)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Novel Discussion &amp; Quiz #4</strong></td>
</tr>
<tr>
<td>6</td>
<td>Continued listening to lectures</td>
<td><strong>Figurative Language</strong></td>
</tr>
<tr>
<td></td>
<td>Rough draft of informative presentation #2 outline</td>
<td>Figurative Language: simile, metaphor, personification</td>
</tr>
<tr>
<td></td>
<td>Using visual aids in presentations</td>
<td>Sixth Assigned Reading: <em>American Landscape Painting</em></td>
</tr>
<tr>
<td></td>
<td>In-class listening quizzes</td>
<td>Novel: Section 5 assigned</td>
</tr>
<tr>
<td></td>
<td>Discussion Board assignment 3</td>
<td><em>Reading quiz #4 (figurative language and articles #6)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Novel Discussion &amp; Quiz #5</strong></td>
</tr>
<tr>
<td>7</td>
<td>Continued listening to lectures</td>
<td><strong>Review</strong></td>
</tr>
<tr>
<td></td>
<td>Informative presentation #2</td>
<td>Novel: Section 6 assigned</td>
</tr>
<tr>
<td></td>
<td>Review for final exam</td>
<td><strong>Novel Discussion &amp; Quiz #6</strong></td>
</tr>
<tr>
<td></td>
<td>Online quiz 4</td>
<td>Review for final</td>
</tr>
<tr>
<td>8</td>
<td>Review</td>
<td><strong>Review</strong></td>
</tr>
<tr>
<td></td>
<td>Final exam</td>
<td>Final exam</td>
</tr>
<tr>
<td></td>
<td>Conferences</td>
<td>Conferences</td>
</tr>
</tbody>
</table>
Objectives for Level 3 Writing (high intermediate)
Students exiting Level 3 should be able to:
- Write a 5 paragraph essay in classification, comparison/contrast or cause/effect structure in 3 hours
- Identify and produce different modes of paragraph organization
- Use transitions effectively
- Understand the uses of subordination and parallel structures in writing sentences
- Write an effective introduction, including a thesis statement
- Write an effective conclusion paragraph, including a concise summary statement
- Develop an idea with concrete examples
- Paraphrase and summarize academic passages

Objectives for Level 3 Reading (high intermediate)
Students exiting Level 3 should be able to:
- Identify the main idea (stated or implied) and supporting details of a reading passage
- Identify types of supporting details (such as statistical information, explanations, eyewitness accounts, expert testimony, and so on)
- Use context clues to determine the meaning of unfamiliar vocabulary
- Recognize the organizational modes of classification, sequence, description, comparison, contrast, cause/effect, and/or persuasion in a reading passage
- Draw sensible conclusions and generalizations about a reading passage based on its content
- Recognize a writer’s implications and make inferences about a reading passage
- Recognize and understand figurative language (metaphors, similes, and personification)
- Identify a writer’s tone and purpose
- Distinguish between facts and opinions
- Paraphrase and summarize a reading passage
- Complete assignments and enhance learning through the use of eCampus

Objectives for Level 3 Grammar (high intermediate)
Students exiting Level 3 should be able to:
- Recognize the differences between phrases, dependent clauses, and independent clauses
- Identify and correctly use coordinating conjunctions and correlative (paired) conjunctions
- Identify and correctly use transition words and phrases of addition, example, contrast, cause/effect, and condition
- Distinguish between adverb, adjective, and noun clauses
- Recognize subordinating conjunctions of time, contrast, cause/effect, and condition and use them to construct correct adverb clauses
- Recognize relative pronouns and use them to construct correct adjective clauses
- Distinguish between and correctly use identifying and non-identifying (restrictive and non-restrictive/essential and non-essential) adjective clauses in sentences
- Recognize and construct correct noun clauses
- Recognize and correctly use passive voice in any tense and with modal verbs

Objectives for Level 3 Listening/Speaking (high intermediate)
Students exiting Level 3 should be able to:
- Listen for and identify main ideas and specific information in lectures and other academic listening samples up to 15 minutes long
- Understand the importance of outlining when taking notes
- Understand the importance of using context clues when listening
- Recognize and utilize different ways of giving definitions and clarifying unfamiliar terms to a listener
- Understand and recognize some common patterns of organization in speeches and lectures, including classification, contrast, and cause/effect
- Take notes with numerical and statistical information
- Synthesize information in notes and relate it to others, either orally or in writing
- Use strategies to enhance pronunciation and clarity of speech, especially in presentations
- Organize and deliver an informative presentation of six to ten minutes in length on a topic that is not connected or related to the student’s native country or culture
- Choose and use appropriate visual material to enhance a presentation
- Work effectively in groups
- Complete assignments and enhance learning through the use of eCampus
The instructors reserve the right to amend this syllabus as necessary.

Honor Pledge for the AECI

To learn English I understand that I need to make my own effort to improve. Improvement does not come from copying someone else's work or ideas. I also understand that using someone else's words or ideas without giving appropriate credit is a type of theft.

☐ I pledge that all homework, online discussion material, presentations, and other work completed for this class will be my own. In other words, I will use my own words and ideas.

☐ I pledge not to ask for or to give answers to anyone enrolled in this or a similar course.

I understand that the consequences for cheating begin with a zero on that assignment and can increase to suspension or expulsion from the college.

________________________________       _________________________________
Signature                              Printed Name

________________________________
Date