Richland College  
Teaching, Learning, Community Building

American English & Culture Institute  
Level 0 Syllabus  
World Languages, Cultures & Communications  
Class Times-8:00-12:20  
(Monday, Tuesday, Wednesday, Thursday, Friday)  
Classroom: E032  

Instructor: Natalia Vargas  
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Tel: 972 238 6387  
Office: WH261  
Office hours: By appointment

Instructor: Jiajun Bracewell  
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Office: L244  
Office Hours: By appointment

Instructor: Janie Stubblefield  
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Tel: 972-238-6140  
Office: A-110  
Office hours: By appointment

Prerequisites  
Eligibility for Level Zero-One at the American English & Culture Institute (AECI) is determined through appropriate scores on the COMPASS test and ISEE.

Special Information: Institution Policies
1. ADA Statement: If you are a student with a disability and/or special needs who requires ADA accommodations, please contact the Richland College Disability Services Office.
2. Religious Holidays: The AECI is a multicultural institution that realizes that the holidays on the academic calendar may not include all religious holidays. Absences for observance of a religious holiday are excused. Students may make up work and/or tests that occur on a recognized religious holiday and complete the assignment within a reasonable time after the absence. Instructors may ask students for additional information about the holiday.
3. If you are receiving any form of Financial Aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Financial Aid Statement For Distance Learning Classes
If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

NEW
Six Drop Issue Syllabus Statement

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code
Emergency Preparedness

"To help ensure your safety on campus, please watch this video on keeping safe in a campus emergency at http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv"

COURSE OUTLINE

The English for Speakers of Other Languages (ESOL) credit curriculum is designed to develop a student’s pre-academic language proficiency in the areas of listening, speaking, reading, and writing. The plan of study consists of sixteen courses divided into four proficiency levels and four skill areas (Listening-Speaking, Reading, Writing, and Grammar). The credit curriculum is designed to interface both with other ESOL programs and with developmental studies or college level programs on each campus. A student enters this program by taking an English placement test and then by being advised by a specially trained ESOL academic advisor.

Grammar: ESOL 0066.83830

For grammar, students will be able to:

- Understand and use basic pronouns.
- Understand parts of speech.
- Understand simple present and present progressive tenses.
- Understand simple past and past progressive tenses.

Reading: ESOL 0046.83830

For reading, students will be able to:

- Identify a main idea.
- Learn vocabulary.
- Learn dictionary skills.
- Learn vocabulary through context.

Writing: ESOL 0056 83830

For writing, students will be able to:

- Learn dictionary skills.
- Learn parts of speech.
- Create a sentence.
- Create a paragraph.
- Write a basic paragraph.
- Understand complete thoughts.

Listening/Speaking: ESOL 0036.83830

For listening/speaking, students will be able to:

- Pronounce basic sounds and word groups or pronunciation pairs.
- Use long and short vowels.
- Make basic sentences in speaking situations.

In general, you will spend your time in the classroom and in the computer lab in a variety of ways to include listening to lectures, participating in seminars/workshops, and receiving one-on-one instruction.

Course Policies and Classroom Atmosphere

Attendance/Punctuality

As an F-1 student, you are enrolled fulltime in the American English and Culture Institute. You are expected to attend class from Monday to Thursday as part of your visa requirement. By attending class on a regular basis, you will receive the instruction and practice necessary to develop your language skills. If you are absent, you are causing problems for yourself, your instructor, and other
students in the class. You will often be required to participate in group activities, and many assignments cannot be made up. Excessive absences can affect your status with the institute. In order to be successful students must attend and participate in enrolled courses.

Punctuality is important for success in American culture. We will begin class promptly. We expect you to be on time and stay until dismissal.

3 lates = 1 absence

Students have been allotted five absences for the session, and the students are responsible for how they will utilize these absences.

If a student misses more than one hour of class, it is an absent

6 or more absences = 10 points off final grade

Sometimes it may be necessary for you to miss a class due to illness or for personal reasons. If possible, notify your instructor ahead of time or leave a message for him/her at the office number listed on the first page. When you return to class after being absent, it is your responsibility to check with classmates or your instructor to find out what assignments you have missed and to request handouts which may have been given during your absence. It is always a good idea to exchange telephone numbers with a classmate so you can give each other homework assignments if one of you misses class.

Homework
In this intensive course, you can expect to have at least two hours of homework each day. You must turn in homework when it is due. No late homework will be accepted unless you have made prior arrangements with the instructor.

Classroom Atmosphere
In this course, you will be expected to participate in cooperative learning activities as well as individualized projects and assignments. You will want to 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. When you are given class time to complete individual assignments, please focus on the assignments and do not disturb other students who are working.

Academic Honesty and Integrity
Cheating is considered to be a serious offense at the American English and Culture Institute. If you are caught cheating in class, you will receive an “F” in this course, and you could be expelled from the institute. Academic dishonesty includes but is not limited to cheating on tests, plagiarism and collusion. Cheating includes copying the work of others, and/or using notes, books or information from other students during tests or exams, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take the test. Plagiarism is the appropriating, buying, receiving as a gift, obtaining another’s work and the unacknowledged submission or incorporation of it in one’s own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. Students who are involved in such activities shall be punished as prescribed by college and Board policies outlined in the Student Code of Conduct at http://www1.dcccd.edu/cat0506/ss/code.cfm

Smoking, Eating and Drinking, Cell Phones
College policy restricts students from smoking in the building. Eating and drinking, with the exception of water, is not allowed in the classroom. Students are responsible for keeping the classroom neat and clean. Please be respectful of your instructors and classmates by having your cell phones turned off while you are in class.

Drop Policy and Procedure
If you cannot complete this course for personal reasons, you must officially drop the course. Your instructor cannot do this for you. Only you can complete the paperwork to do this. To drop a course, you must see your International Student Advisor and officially complete paperwork. If you stop coming to class and do not drop the course, you will receive a grade of “F”. The last date you may drop this session: February 28, 2015.

Course Grading and Recommendations
Your final course grade will be determined by your overall performance and by your language proficiency at the end of the course. In each course you will be required to take tests, quizzes, a midterm exam and a final exam. Promotion to the next level will be based on the instructors’ assessment of your overall performance. To be promoted to the next level, you must:

1. Receive a C grade or higher to pass this course on an overall average of 75 and a R/W average of 75.
2. Attend class on a regular basis
3. Complete all assignments, quizzes and exams, and participate in all activities.

A = 90-100
B = 80-89
C = 75-79
D = 60-74
F = Below 59

Final Grade Calculation:

Writing 25%
Grammar 25%
Listening/Speaking 25%
Reading 25%
Total 100%

Class Participation: This is how your participation grade works. You begin each class with 5 points for participation. You will lose all 5 points if one or more of the following occur:

- Your cell phone rings or vibrates during class.
- You are absent or late and do not inform your instructor BEFORE class.
- You are using an electronic dictionary during class.
- You do not have your required textbooks for class.
- You have pencil writing in your used textbooks.
- You do not have the homework that was given for the day.
- Your instructor has to tell you twice during the same class period NOT to speak in your native language.

Within each skill area, for level 0, homework equals 20% of the grade, tests and quizzes equal 30% of the grade, participation points equal 20% of the grade, and the final exam equals 30% of the grade.

Cell phones: Cell phones will not be permitted in the classroom unless your teacher gives you permission to give them. Please keep your cell phones in your backpack or bag at all times. If there is an emergency, please tell your teacher before class.

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.

Third Attempt to Enroll in a Course
Effective for fall semester 2005, The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. Developmental Education and some other courses will not be charged additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the fall 2002 semester. Students should take care in dropping a course, as the third or future attempt to retake a course will result in additional tuition. There is not an appeal process. See Third Attempt to Enroll in a Course at http://www.dcccd.edu/thirdcourseattempt/

Obtaining Final Course Grades Using eConnect
Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu or by telephone at 972-613-1818. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

No Classes
There will be no classes on the following day: February 19-20, 2015 Professional Development Day, March 9-13, 2015 Spring Break

<table>
<thead>
<tr>
<th>Level 0 book Titles</th>
<th>Author</th>
<th>Publisher</th>
<th>ISBN #</th>
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<tbody>
<tr>
<td>Longman Dictionary of American English</td>
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<td>Pearson Education</td>
<td>130988936</td>
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<tr>
<td>Week</td>
<td>Overview</td>
<td>Books required:</td>
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<td>Parts of Speech from the Longman workbook Week 1 Introduce Pronouns, Nouns and Verbs. Write 10 sentences underline the part of speech</td>
<td>For pronouns, we study subject pronouns, object pronouns, and possessive adjectives.</td>
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<td>Parts of Speech continue Quiz #1 on parts of speech Week 2 Introduce Adjectives and Adverbs. Write 10 sentences and underline part of speech</td>
<td>Writing Journal Introduce and Explain “What do you like about Richland College?” <em>Ready to Write Now</em> Introduce Understanding Paragraph Parts of a paragraph Writing a topic sentence Supporting Sentences Irrelevant Sentences Concluding Sentences</td>
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<td><strong>Week 5</strong> <strong>Chapter 6 People</strong> Supporting the main idea Using personal experiences Using facts for support Describing people (P. 69) chapter 9 Words for describing objects Describing products</td>
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<td>4</td>
<td><strong>Week 6</strong> <strong>The Writing Process</strong> Step 1: Pre Writing/Brainstorming/Clustering Brainstorming activities on P. 42 and Clustering activities Step 2: Writing Process Rough draft Reminders of topic sentence Supporting sentences Signal Words Step 3: Revising 1 checklist 2 activity</td>
<td>Organizing Information by space (Chapter 5) Using Space Order Topic Sentence for Space Order Using Signal Words Practicing Space Order Writing Journal: Describe your classroom</td>
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<td><strong>Week 7</strong> <strong>Organizing information by time (Chapter 3)</strong> Identifying time order Using Signal Words Using prepositions of time Organizing sentences by time Writing paragraph using time order Writing Journal Activity Daily Schedules with time</td>
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<td>6</td>
<td><strong>Week 8</strong> Final exam-Write a paragraph-topic sentence, supporting details, concluding sentence, signals.</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Textbook: Grammar in Context (Basic)</td>
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| Week 1| Introductions - icebreaker activities  
Numbers, months, days of the week, seasons.  
Unit 1-Lesson 1  
Welcome to the US-page 1.  
Subject Pronouns  
Conjugation of the verb “to be”.  
Affirmative sentences  
Lesson 2-Contractions  
Singular-Plural | By Sandra N. Elbaum (Thomson & Heinle) Fifth Edition  
Page 7-homework  
Write 5 sentences about your family using the “to be” verb. |
| Week 2| Unit 1-Lesson 3 page 14  
To Be-negative statements (14-19)  
Singular-Plural-page 21  
Unit 2-Possessive nouns-page 28  
Possessive adjectives-page 29  
Irregular plurals-page 35  
Articles “a” and “an” | Pages 21-23 homework  
Page 36-homework  
Page 44-45-homework |
| Week 3| Subject and Object pronouns-page 57  
Possessive pronouns  
Simple Present tense-page 65  
Spelling of “s” form-page 67  
Adverbs of Frequency-page 69 | Mid Term quiz |
| Week 4| Unit 4-American Lifestyles page 63  
Simple Present tense  
Negative statement  
Vocabulary-page 73  
Negative form of verbs-page 78  
Yes and No questions page 82 | Page 79-homework |
| Week 5| Unit 6- School  
Lesson 2- Count and Non-count Nouns page 126  
Quantity expressions with non-count nouns page 130 | Mini quiz |
| Week 6| Unit 8-Lesson 1  
Present Continuous -page 176  
Affirmative statements -page 179  
Spelling of –ing forms-page 180  
Uses of Present Continuous tense-page 181  
Present Continuous –negative statements-page 182 | Page 186-homework |
| Week 7| Unit 11-Lesson 1 page 248  
Past tense of BE-affirmative statements-page 251  
Past tense of negative sentences-page 251  
Past tense of Regular Verbs-page 261  
Spelling of –ed forms-page 262  
Past tense of Irregular Verbs  
Past tense of negative statements |  |
| Week 8| Review of Verb Tenses-page 283  
Review of entire 8-week grammar course  
Final exam |  |
| Week 1 | An introduction to Reading  
|        | Introduce Topic and Main Idea  
|        | Read Unit 1: Lesson 1 *The Kiwi*  
|        | Lesson 2 *The Camel*  |
| Week 2 | Continue Main Idea  
|        | Read Unit 1: Lesson 4 *The Hippo*  
|        | Lesson 5 *The Dolphin*  
|        | Main Idea quiz  |
| Week 3 | Use context to understand vocabulary  
|        | Exercise on page 34.  
|        | Unit 2: Lesson 1 *Why do We Yawn*?  
|        | Homework Pages 51-55.  |
| Week 4 | Continue using context to understand vocabulary  
|        | Exercise on page 70.  
|        | Unit 2: Lesson 2: *Why do People Laugh?*  
|        | Lesson 3: *Why is the Sea Salty?*  
|        | Vocabulary quiz from the stories.  |
| Week 5 | Parts of Speech and using a dictionary for reading P 67-68 and P 141  
|        | Unit 4: Lesson 1 *Music and Behavior*  
|        | Lesson 2 *Blues and Jazz*  
|        | Using context and dictionary quiz  
|        | Homework Pages 105-107  |
| Unit 6 | Supporting Details  
|        | Unit 6: Lesson 1 *The Sami* Lesson  
|        | 2 *The Ainu*  
|        | Vocabulary quiz from the stories.  |
| Week 7 | Supporting details and review  
|        | Read Unit 6: Lesson 3 *The Yanomami of the Amazon*  
<p>|        | Homework Page 205 Write your own main idea and identify 3 supporting details  |
| Week 8 | Final Exam  |</p>
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<th>Week</th>
<th>PRONUNCIATION OVERVIEW</th>
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<td><strong>Pronunciation Pairs</strong></td>
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<td>• Alphabet/Vowels/Consonants</td>
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<td>• Pronunciation Pairs</td>
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<td>• General Introductions: Greetings, Good Byes, Yourself</td>
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<td><strong>Pronunciation Pairs</strong></td>
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<td>• Presentation about yourself and your family</td>
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<td>Conversation Homework #1</td>
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<td>Canvase vowel sounds</td>
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<td>Conversation Homework #2</td>
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<td>• What is a sentence in conversation</td>
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<td>• Falling/Rising intonation</td>
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<td>• Listening to short dialogue</td>
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<td>• Stresses words</td>
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<td>Listening quiz #1 Vowels</td>
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<td>Continue vowel sounds</td>
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<td>Conversation Homework #3</td>
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<td>Presentation about your city</td>
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<td>Finish vowel sounds</td>
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<td>Conversation Homework #4</td>
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<td>Listening quiz #2 vowels</td>
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<td>Consonant sounds</td>
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<td>Conversation Homework #5</td>
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<td>Presentation about your hobby</td>
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<td>Continue Consonant sounds</td>
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<td>Conversation Homework #6</td>
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<td>Listening quiz #3 consonants</td>
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<td>Final exam</td>
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