Instructor Information

Instructor: Matthew Johnston
Telephone: (972) 238-6390
Email: mjohnston@dccc.edu
Office: B 026
Office Hours: By appointment

Course Information

Course Number: ESOL 0036
Section: 83818
Class Meeting Times: Mon./Wed. 10:20am-12:25pm; Fri. 11:20am-12:25pm
Prerequisite: (Placement using diagnostic test)

Texts and Materials


Some Important Dates

Assessments: Prediagnostic – Week 1
Postdiagnostic Week 7
Withdrawal Deadline: May 3rd
No Classes: April 14 – Easter Holiday

Course Description

This course provides instruction in special topics related to oral and aural skills. The content may include reviewing social and academic listening/speaking skills, pronunciation of Standard American English, presentation techniques, and improving interpersonal/cross-cultural communication. This course is open only to students whose first language is not English. This course may be repeated for credit.

(3 Lab.) Coordinating Board Academic Approval Number 3201085512
Learning Outcomes and Scan Competencies

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

- use correct intonation patterns for different types of sentences (statement/questions)
- express thoughts and opinions using appropriate pragmatic devices/conversational strategies
- using polite language/non-verbal behavior to express opinions
- narrate events telling a story in pairs/groups/to the class
- employ appropriate public speaking delivery strategies (eye contact/volume/pace/posture/gestures, et.)
- organize ideas/give details when speaking
- express thoughts fluently when given a topic
- understand new vocabulary by using context clues
- listen to find a location on a map; checking to see if their end location matches the target destination following speaker’s directions on how to do something;
- Understand reduced speech/intonation
- listen and mark intonation patterns for sentences/identifying types of sentences (ex: information question vs. yes/no question)
- Respond appropriately to other’s conversational strategies
- give an acceptable response to other’s cues in group discussion
- requests for repetition, explanation and support of opinion, non-verbal cues to talk more/less, etc

ESOL Corner

AECI students needing additional help with listening/speaking, reading and writing/grammar are welcomed 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 ESOL Lab (WH261). A tutoring schedule will be posted listing the days and times a tutor will be available to help you. Be certain to read the schedule carefully.

Evaluation Procedures

Your final MSS course grade will be determined by your overall performance earned in the MSS course and by your language proficiency at the end of the course.

Completion of this language skill set will be based on the assessment of your overall performance.

1. Receive a score of 75% or higher to pass this course
2. Attend class and participate on a regular basis
MSS Grade Calculation:
*Class Participation 10%
MSS Cumulative Final Exam 20%
Homework 20%
Tests/Quizzes 10%
Presentations/Speeches/Projects 30%
Language Enhancement Activities 10%
Total 100%

*Students will begin the session with 100 points as their participation grade. In each class period, class participation will be monitored and the following factors will reduce a student’s daily total by 1 point:

- Use of cell phone without permission;
- Excessive use of a language other than English in the class session;
- Being unprepared for the class session and not bringing required materials to the class session;
- Being disruptive during class instruction, etc.
- Being late for class or leaving the class early

**You will lose 5 points for your participation grade for each absence. (You are not participating if you are not in class).

Important: Your Master Skill Set (MSS) grade will be averaged with your Reading, Writing, and Grammar grade; thus, your academic performance and participation in the MSS course requires your attention.

For example:

<table>
<thead>
<tr>
<th>David/Susan</th>
<th>Class</th>
<th>Average</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>80</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>85</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>85</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Master Skill Set (Listening &amp; Speaking)</td>
<td>65</td>
<td>D</td>
</tr>
</tbody>
</table>

Average 315 / 4 = 78.75 = C

Grading Scale

Letter grades are assigned based on the average you earn.

<table>
<thead>
<tr>
<th>If you earn</th>
<th>your course grade will be</th>
</tr>
</thead>
<tbody>
<tr>
<td>(90-100%)</td>
<td>A</td>
</tr>
<tr>
<td>(80-89%)</td>
<td>B</td>
</tr>
<tr>
<td>(75-79%)</td>
<td>C</td>
</tr>
<tr>
<td>(74-60%)</td>
<td>D</td>
</tr>
<tr>
<td>(≤ 59%)</td>
<td>F</td>
</tr>
</tbody>
</table>
**Policies and Procedures**

1. **Attendance**

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

- 3 tardies = 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 for the session = 10 points off the final grade average of W, G, R & L/S.**

**For Example:** David/Susan has the following number of absences in each class session:
- Grammar = 2
- Reading = 2
- Writing = 1
- Listening & Speaking = 1
- Total Absences = 6

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<table>
<thead>
<tr>
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</tr>
</thead>
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<tr>
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<td>B</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>85</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>315 ÷ 4 = 78.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>68.75 = D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With 6 absences, David’s/Susan’s 78.75 average is reduced by 10 points = 68.75.

Students should refer to their Reading, Writing, & Grammar syllabus for exit evaluation in those skill areas.

Students have been allotted five absences for the 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.

2. **Late Work Policy**

Part of being a college student is learning to manage your time. Homework is accepted late only if you have received prior permission. Assessments (quizzes, exams, presentations, etc.) may only be made up...
in the case of a documented emergency. You are responsible for contacting me as soon as possible after the emergency arises. If you arrive late for a quiz or test (once a test begins and the door is closed), you will not be allowed to take that quiz/test. You will receive a zero 0 for that quiz/test, and you must remain outside the classroom until all other students complete their quiz/test.

3. Academic Progress

The ESOL Program’s goal is to help you succeed in your courses. If your grades or progress indicate that you may not pass this course, you may be required to attend tutoring or complete additional practice assignments or activities.

You are encouraged to discuss academic goals and degree completion with me. Specific advising is available throughout the semester. Check 7Steps2Success for more details.

4. 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 the instructor 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:** Please feel free to bring your favorite non-alcoholic beverage to class. Food, however, tends to disrupt discussion. You should eat before or after class, not during class. Neither food nor drinks are allowed in labs.

5. 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 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.

6. Course Withdrawal Procedures

If you are on an F-1 visa, please be certain to speak with your international advisor before dropping any course. If you receive financial aid, you should also speak with the Financial Aid Office. **ESOL students should not drop classes at the Admissions Office, rather, drop the course at the Multicultural Center.** If you stop attending without officially dropping the course, you will be assigned a non-passing grade of D, F, or N.
7. 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/syllabiInformation.pdf.

8. 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.

9. 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities and Focus</th>
<th>Supplemental materials &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Diagnostics</strong></td>
<td>Review of Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Survey (BLM 1) and Introductions</td>
</tr>
<tr>
<td>2</td>
<td><strong>Chapter 6: Global Connection</strong>&lt;br&gt;Using Language Functions (pg. 130 – 132 and 140 – 147)&lt;br&gt;Part 2 Lecture Body Language Around the World (Pgs. 132-137)&lt;br&gt;Role play: Interrupting pg. 130-131&lt;br&gt;Lecture; pg. 134-136&lt;br&gt;Discussion: pg. 137</td>
<td>Review of note taking tips (handout)&lt;br&gt;Consonant blends (beginning and ending)&lt;br&gt;BLM 17-18&lt;br&gt;<strong>Ch. 1 and Syllabus</strong> Quiz (adapted from T1-3)&lt;br&gt;<strong>Ch. 6 Quiz</strong> (T16-18)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Chapter 7: Language and Communication</strong>&lt;br&gt;Using Language Functions pgs. 154 – 156&lt;br&gt;Pgs. 157-162&lt;br&gt;Part 4: Real World Task&lt;br&gt;Pgs. 167-171&lt;br&gt;Lecture: pg. 157 -160&lt;br&gt;Discussion: pg. 161</td>
<td><strong>Create a survey</strong> pg. 146 (this survey cannot take the place of a Language Enhancement Activity)&lt;br&gt;BLM 19-21&lt;br&gt;<strong>Ch. 7 Quiz</strong> (T19-21)</td>
</tr>
<tr>
<td>4</td>
<td><strong>Chapter 8: Tastes and Preferences</strong>&lt;br&gt;Using Language Functions pgs. 178 – 179.&lt;br&gt;Part 2 Lecture- Radio Interview&lt;br&gt;Pgs. 180 - 196&lt;br&gt;Pgs. 190-191</td>
<td><strong>Recorded Discussion</strong> (pgs. 154-155 or 156)&lt;br&gt;BLM 22-24&lt;br&gt;<strong>Ch. 8 Quiz</strong> (T22-24)</td>
</tr>
<tr>
<td>5</td>
<td><strong>Chapter 9: New Frontiers</strong>&lt;br&gt;Using Language Functions pg. 204&lt;br&gt;Part 2 Lecture- Facial Recognition Software&lt;br&gt;Pgs. 205-211&lt;br&gt;Pgs. 190-191&lt;br&gt;Pgs. 216-219</td>
<td><strong>Impromptu Speech</strong> (from 179)&lt;br&gt;BLM 25-26&lt;br&gt;<strong>Ch. 9 Quiz</strong> (T25-27)</td>
</tr>
<tr>
<td>6</td>
<td>Review material and prepare for Final Exam</td>
<td>Chapter 10 (if we have time)&lt;br&gt;BLM 27-29</td>
</tr>
<tr>
<td>7</td>
<td><strong>Final Exam and Post Diagnostic Testing</strong></td>
<td><strong>Speech about personal discovery, journey, or travel</strong> (see pgs. 215-218 for example)</td>
</tr>
<tr>
<td>8</td>
<td><strong>Recommendations for Master Skill Set Completion</strong></td>
<td></td>
</tr>
</tbody>
</table>
Communicative Scenarios
Assignments and Grades

As described in the syllabus, here is the grade calculation for Communicative Scenarios:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>MSS Cumulative Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Tests/Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Presentations/Speeches/Projects</td>
<td>30%</td>
</tr>
<tr>
<td>Language Enhancement Activities</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Below, I will give some more detail about each item as it relates to our course.

**Class Participation (10%)**
*Students will begin the session with 100 points as their participation grade. In each class period, class participation will be monitored and the following factors will reduce a student’s daily total by 1 point:

- Use of cell phone without permission;
- Excessive use of a language other than English in the class session;
- Being unprepared for the class session and not bringing required materials to the class session;
- Being disruptive during class instruction, etc.
- Being late for class or leaving the class early

**If you are absent, you will lose 5 points for your participation grade for each absence.**

**MSS Cumulative Final Exam (20%)**
The final exam for communicative scenarios will be a written test that includes material from Chapters 6-9 of *Interactions 2: Listening/Speaking*. There will be a listening, note-taking, and vocabulary sections to the test. The teacher will provide a study guide prior to the final exam. Remember, if you are late for the final exam (if you arrive after I have handed out the final exam and the doors are closed), you will not be able to take the final exam and you will receive a zero.

**Homework (20%)**
Students should come to class prepared by listening to the lectures and reading the assigned chapter *before* we discuss that chapter in class. Homework worksheets, “pop quizzes,” or other material may be assigned to make sure that students are preparing for each class. Other additional homework assignments may be given throughout the session.

**Tests/Quizzes (10%)**
There will be quizzes over each chapter of the book (6-9). Students should read (and listen to) the course material to prepare for the quizzes. They should also study the vocabulary in that chapter.
Presentations/Speeches/Projects (30%)
There are four presentations, speeches, or projects assigned in this course:
1) Class Survey
2) Recorded Discussion
3) Impromptu Speech
4) Final Speech
Each assignment will be discussed more fully prior to the assigned due date.

Language Enhancement Activities (10%)
Students will complete 5 Language Enhancement Activities during the session. They may choose any of the options listed below, but they must complete at least one listening assignment, one speaking assignment, and one lab assignment. [For example, you can choose 2 listening assignments, 1 speaking assignment, and 2 lab assignments. However, you cannot turn in 5 lab assignments.]

Choose 5 activities from the list below (Choose at least 1 from each category):
A) Listening Activities
   a. Listen to a news article from http://learningenglish.voanews.com/.
   b. Listen to a TED talk from http://www.ted.com/talks.
   c. Listen in to a conversation (“overhear” a conversation)
   d. You may choose to attend and take notes at a special activity, such as Language Connections, ESOL Corner, or a Connections Workshop at The Learning Center. This activity must be approved by the instructor before the event occurs.
B) Speaking Activities
   a. Create a video introducing yourself
   b. Create a recording of you reading a story (or selection from a book)
   c. Create a recording of you singing a song or reading a poem
C) Listening & Speaking Activity (this activity will count for either listening or speaking)
   a. Complete an interview of at least 4 people
D) Lab Activities
   a. American Speech Sounds Lab 1: Vowels 1
   b. American Speech Sounds Lab 2: Vowels 2
   c. American Speech Sounds Lab 3: Consonants 1
   d. American Speech Sounds Lab 4: Consonants 2
   e. American Speech Sounds Lab 5: Consonants 3
   f. American Speech Sounds Lab 6: Consonants 4
   g. Other lab activity (spend at least one hour in the lab). Answer these questions:
      i. When did you practice (what day, what time, how long)?
      ii. Which program(s) did you use?
      iii. What did you do to practice listening?
      iv. What did you do to practice speaking?

Students are responsible for completing all 5 Language Enhancement Activities by May 3rd.
Syllabus Acknowledgement and Academic Integrity Pledge

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

I understand that this course focuses on my learning both content and skills, and that learning does not occur when 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 agree that all homework, online discussion material, presentations, quizzes, exams, and other work completed for this course will be my own. In other words, I will use my own words and ideas, unless appropriate citations or other instructions are provided.
- I agree that all work for this course will be done without help from another person, except as specifically permitted by my instructor.
- I agree not to ask for or to give answers to anyone enrolled in this or a similar course.
- I understand that the consequences for violating the standards of academic integrity begin with a zero on that assignment and can increase to a failing grade for the course, suspension, or expulsion from the college.

_________________________________  __________________________
Name (Signed)                        Date

_________________________________
Name (Printed)