Richland College School of World Languages, Cultures & Communications
American English and Culture Institute

ESOL 0036: Master Skill Set
Persuasion and Debate

Instructor Information

Instructor: Elissa Polley
Classroom: K109
Office: WH296
Phone: 972-761-6772
Email: elissapolley@dcccd.edu
Office Hours: As posted on office door or by appointment

Course Information

Course Number 2017SP-ESOL-0036
Section 83826
Class Meeting Times MW 10:30am-12:20pm F 11:20-12:20
Prerequisite None

Texts and Materials

Textbook None

Some Important Dates

Assessments Week 1 & Week 7
Withdrawal Deadlines Without a “W” – 3/29/2017
With a “W” – 5/3/2017

No Classes April 14th, 2017 – Good Friday/Easter Holiday

Course Description: Skill Development in Listening/Speaking

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 in not English. This course may be repeated for credit.
(3 Lab.) Coordinating Board Academic Approval Number 3201085512
Learning Outcomes –

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:

1. Demonstrate cooperative skills in small groups while discussing controversial topics.
2. Persuasively argue a thesis or opinion in pairs or small groups.
3. Demonstrate negotiating skills in simulated conflicts (peers and authority figures)
4. Sell an idea or product in a formal persuasive presentation.
5. Demonstrate knowledge of persuasive modes (ethos, pathos, logos) in persuasive speaking.
6. Identify the thesis and main ideas of a persuasive presentation, lecture, or debate.
7. Identify the use of rhetorical devices and persuasive modes in presentation, lecture, and advertisement.
8. Paraphrase the desired outcome or concerns of someone in conflict.

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%
Final Exam 20%
In class/Online Assignments 20%
Presentations 40%
Quizzes/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;
- Use of first language 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.

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>
<tr>
<td></td>
<td>Average</td>
<td>315 / 4 = <strong>78.75 = C</strong></td>
<td></td>
</tr>
</tbody>
</table>

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
For example:

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Final Grade: 68.75 = D

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. No late lab assignments are accepted. 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.

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 and put them in your bag. 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](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](http://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](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>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Diagnostics</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Argument Seven Wonders Poster Presentation</td>
<td>Project Work &amp; Listening HW/Quiz</td>
</tr>
<tr>
<td>3</td>
<td>Debating in Small Groups Practicing Negotiation in Multiple Settings</td>
<td>Small Group Work &amp; Listening HW/Quiz</td>
</tr>
<tr>
<td>4</td>
<td>Identifying Modes of Persuasion/Rhetoric Impromptu Group Presentations Preparation for Formal Persuasive Presentations</td>
<td>Persuasion Group Work &amp; Listening HW/Quiz</td>
</tr>
<tr>
<td>5</td>
<td>Final Drafting of Persuasive Speech Formal Persuasive Presentations</td>
<td>Final Speech Preparation &amp; Listening HW/Quiz</td>
</tr>
<tr>
<td>6</td>
<td>Conflict Resolution in Multiple Settings</td>
<td>Conflict Resolution Practice &amp; Listening HW/Prep for Final Exam</td>
</tr>
<tr>
<td>7</td>
<td><strong>Post Diagnostic Testing Listening/Speaking Final Exam</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>Recommendations for Master Skill Set Completion</strong></td>
<td></td>
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</tbody>
</table>
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)