



Welcome to English as Second Language Level 3 Courses

Summer 2015 Class Syllabus

Location: Liberal Arts Building Room. 203

Schedule: Monday through Friday, 8:30-4:30

Instructor: Kefaya Diab

Instructor's E-mail: kdiab@utep.edu

Course Description:

As you enter a new environment and culture in the United States, you have a unique chance to learn and use English language within its cultural context. That's why I construct this language course as a communication course. In other words, rather than learning language as exercises in textbooks, you are going to explore English as a tool of communication in the academic sphere and in everyday life. When you communicate with people from a host country, your identity and cultural heritage play a role in how you perceive the new environment that you interact within. The same is true about how the people in the host country will perceive you. Thus, to situate your learning experience within this intercultural context, in this class you will go through a journey to investigate and express your social and cultural identities, and to conduct research about the cultural aspects of the American hosting culture as well.

In this syllabus I combined the four major components of Reading and Writing, Listening and Speaking, Conversation, and Grammar and I organized the class material around four major cultural themes. That is, the premise of this class is that language is used through rhetorical and cultural contexts and not through separate exercises.

To enhance your proficiency in English, you will work on multiple hands-on projects to demonstrate your skills in multiple lingual areas. In this class you're going to write, read, analyze, and speak in English on daily basis. To demonstrate you communicational capacity you will produce multi-media products that include, audio, video, images, academic research, and web text.

Learning Outcomes

A successful completion of this class requirements means that you generally should be able to do the following:

- Express your individual identity and cultural heritage to the American host culture that you interact within.
- Improve your proficiency in English language.
- Experience aspects of the American culture on two levels; academic and everyday communication.

In specific areas of language proficiency, by the end of this course you should be able to:

Reading and Writing

1. Apply rhetorical reading strategies on multiple texts.

2. Practice writing as a process of invention.
3. Use writing to persuade.

Listening, Speaking and Conversation

1. Initiate, and contribute to spontaneous conversations.
2. Practice public speaking.
3. Communicate with the local community members of El Paso in Standard English.
4. Speak with confidence.

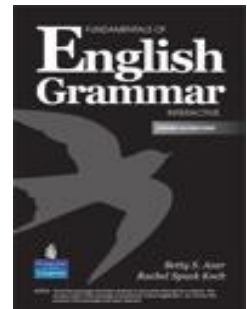
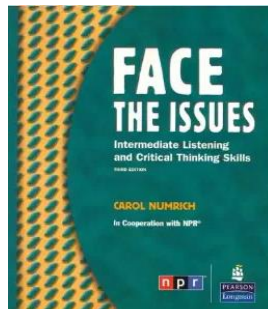
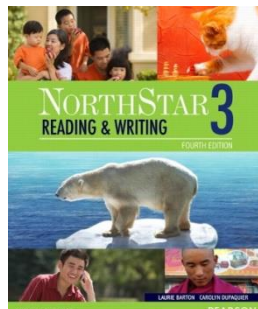
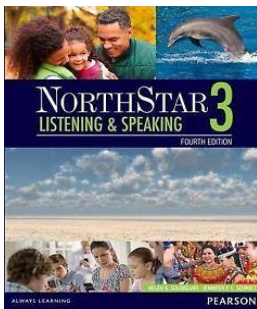
Grammar

1. Apply Standard English grammar rules on spoken language, and written text.

Textbooks and Learning Material

Required Textbooks

1. *North Star 3 Listening and Speaking*, 3rd Edition by Helen S. Solorzano and Jennifer P. L. Schmidt
2. *Northstar 3 Reading and Writing*, 3rd Edition , by Laurie Barton.
3. *Face the Issues: Intermediate Listening and Critical Thinking Skills, Third Edition (Student Book)* by Carol Numrich
4. Schramm Azar, Betty and Stacy A. Hagen, *Fundamentals of English Grammar*, Fourth Edition, Longman



Learning Material

Notebook, pens or pencils, and audio recorder (phone recorder and computer recorders are accepted).

- You must bring all necessary materials to every class. If you do not have your materials, you cannot participate fully. This may negatively impact your final grade.

Tentative Schedule

This is the general structure of our course; I organized the course around themes where the learning material and the class reading build on each other. You are required to come to class prepared by reading, and answering exercises in your textbooks. In class, you will work on other individual and collaborative activities and projects.

Theme	Listening & Speaking	Conversation	Reading & Writing	Grammar
Rhetorical Reading and Writing. <ul style="list-style-type: none"> • Rhetorical context. • Rhetorical mediums. • Web design. 	U. 4: Words that persuade/ Rhetoric	Ch. 5: Their old life style is worth keeping/ Immigration Trevor Noah: African American (Comedy show)	U. 4: Language & power	Ch. 8: connecting ideas
Personal Passion: <ul style="list-style-type: none"> • Education • Hobbies • Careers 	U. 5: Follow your passion/ Careers. U. 1: A test of endurance/ Sports.	Movie: Spanglish Cooking evening	U. 5: Careers of the future U. 1: Sports and obsessions	Ch. 10: The passive
Economics.	U. 2: Identity theft/ Crime	Movie: Catch Me If You Can Ch. 2: A boy's shelter for street people/ Economics. Shopping in the U.S	U. 2: The consequence of fraud	Ch. 9: Comparisons
Romance	U. 7: Before you say I do/ Romance	Movie: You've Got Mail Ch. 1: Beauty is in the eye of the beholder/ Beauty.	U. 7: Finding a spouse	Ch. 12: Adjective clauses

Projects, Assignments and Grades:

Major Projects

Living in El Paso for a month, you might feel curious about the life style and social rituals that you are not used to. Also, you might compare your experience here with your life experience in your home country. While you are investigating and living new aspects of culture in El Paso, let's use your experience to inform international students about aspects of the social/ cultural life in the U.S. Here are the course major assignments that will help you to accomplish that purpose.

Web Development

At the beginning of this course you are going to build a personal website using a free site builder to upload all the cultural artifacts that you produce on. I will introduce you to a few free site builders during the class time, and I will provide support to you in the computer lab. Your website will serve as a medium to express your identity and cultural heritage, and to demonstrate what you have learned in the English Language Institute.

Personal Narrative: I am from poem

You will compose a poem; “I am from” to tell people in the U.S about who you are. You will inform them about your personal life, culture, beliefs, and history. Whatever you want to tell is totally flexible. However, there should be a main purpose or message that you seek to convey through this narrative.

Recorded Interviews:

You are required to conduct 1 interview with one or more local community members during the semester about any topics that you wish to learn about. Each interview should last at least for 20 minutes. You will work in class on preparing the interview questions to achieve a particular purpose. I encourage you to plan those interviews to contribute to your research paper. You should give them to me on storage device to receive the grade for each.

Recorded Conversations

You are required to record 1 conversation during the semester with a local community member about any topic you wish. Unlike the interviews, you don’t need to prepare questions; rather you want to spontaneously participate in a natural conversation. This could be with students in your dorms, somebody you’ve just met in a mall or a friend from your own country (as long as it is in English). The conversation should last at least 30 minutes, and you should contribute to it by talking at least for 15 minutes. You should give the audio file to me on a storage device in class to receive your grade.

Grammar Revision

For every major and minor assignment I don’t expect you initially to turn in grammar error free drafts. However, when I revise your drafts and provide feedback, I will point out grammar issues that you need to revise and to resubmit. In the case of the text, you need to turn in grammar error free final drafts. For the recorded interviews and conversations you need to submit a list of grammar errors, their corrections, and justification of that correction.

In class presentations

Once during the semester you will talk for at least 10 minutes about a topic related to the week’s theme. You can create a visual presentation, or use flash cards to talk about your topic.

Filmmaking: Class Final Project

In the last week of this course you are going to work in groups to create short videos; 1-2 minutes in length. In your group’s video you will talk about your experience at the English Language Institute, and about you intercultural experience in El Paso. Combining all the groups’ videos together should make a longer video about your experience as a class community. This final video will be screened during the final ceremony of the program to show your hard work and learning achievements. Thus, you will have a really big academic audience who will watch this video.

Note: I will provide you with each of the assignments' details and rubric in the first week of the semester.

Assignment Grades' Details

Major assignments are highlighted in orange.

Assignment Group	Points	Percentage
Listening and Speaking		
Attendance & participation	200	20%
In class assignments, and out of class homework	450	45%
In-class presentation	100	10%
Recorded interviews	200	20%
Conversations		
Attendance & participation	200	20%
In class assignments, and out of class homework	550	55%
Recorded conversations	200	20%
Reading and Writing		
Attendance & participation	200	20%
Web development	100	10%
In class assignments, and out of class homework	350	35%
Personal narrative: I am from poem	300	30 %
Grammar		
Attendance & participation	200	20%
In class assignments, and out of class homework	400	35%
Grammar revision for recorded interview	100	15%
Grammar revision for recorded conversation	100	15%
Grammar revision for personal narrative	100	15%
Class Final Project		
Short film (5% of each subject)	200	20%

Class and Academic Policies

Grades Policy

- You need a grade of “75” or better to pass any ELI course.

Attendance Policy

It is your responsibility to attend every class session, to arrive on time, and to remain in class for the entire period. Every time you miss a class section you lose 5 points from the attendance grade of that section.

Tardiness

- Arriving late to class is disruptive. It interferes with other students' learning and the instructor's teaching. Class begins at 8:30 a.m. If you are not in class, in your seat, and ready for work by that time, you will be marked "tardy."
- **Every 3 tardies equates to 1 unexcused absence in the attendance roster.**

Unexcused Absences

- If you are more than 15 minutes late, you will not be allowed into the classroom, and you will be marked as unexcused for that day. Please do not interrupt the class to ask for permission to come in.
- **For every 3 unexcused absences, your final grade will drop 10 points.**
- You are automatically dropped from the course after 5 unexcused absences.

If you miss class, it is your responsibility to:

- Contact a fellow classmate to obtain the homework and class notes
- Be up to date by the next class you attend.
- Provide the instructor with a doctor's note the day of your return. If a note is not provided within this time frame, the absence is marked as "unexcused."

Make-up Policy

Late assignments will not be accepted. Missed assignments may be made up if the absence qualifies as an excused absence under UTEP policy and all required documentation is provided. Make-up exams will not be scheduled under any other circumstances.

Civility Statement

Anything that interferes with students' right to learn, or the instructor's right to teach, is prohibited.

Academic Dishonesty Statement

Scholastic dishonesty includes, but is not limited to cheating, plagiarism, the submission of any work that is attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student. Academic dishonesty can negatively affect your grade and may lead to dismissal from the English Language Institute.

Technology Statement

Please turn off your phones before entering class and keep them out of sight for the entire duration of the class period. Failure to adhere to this requirement may negatively impact your grade.

Note: I reserve the right to make changes to the policies, assignments, and schedule outlined in this document. If any changes are made, I will announce those changes in class. You take responsibility to ask me and your peers about in-class announcements if you missed a class.