



English Language Institute

ELI 117: Int. Language Lab and Study Skills

Spring 2015

M/W: 1:00-2:00

Holly Fernandez

Office: HL 214

Office hours: M-TH 9:00-9:30

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Course Description

This course is designed to supplement course instruction in listening, speaking, reading, and writing. A portion of the lab time is focused on teaching grammar skills in context. This course presents English grammar through a number of interactive activities that focus on the form and function of language in context. The language laboratory provides the opportunity for students to work at their own pace with language skill development programs. Instruction is differentiated for each proficiency level.

Course Objectives:

- ❖ To improve oral and written communication
- ❖ To articulate and use basic rules of grammar at or above the intermediate level
- ❖ To develop and use an academic vocabulary including idiomatic expressions
- ❖ To compose original written work in the lab and at home
- ❖ To edit work independently and collaboratively

Textbook

More Grammar Practice, 2nd Edition; Level 2; Heinle

ISBN: 978-1-111-22042-6

Available today in the campus bookstore. Visit the SRSC after class and purchase your copy.

Class Activities and Outside Assignments

Class Discussion

Students are expected to complete practice assignments, participate in classroom and online discussions, and participate in all classroom activities. Participation will be a part of the overall grade.

Assignments

Homework will be assigned each class day and may consist of workbook exercises, online work, group work, writing, editing or other activities as assigned. Assignments are due at the beginning of class. I do not accept late work.

Teacher Conferences

Each student will meet with the instructor during office hours, 9:00-9:30 at least three times throughout the semester to monitor progress, obtain feedback, and address any concerns. It is essential that you attend each conference on your assigned date and time. Punctuality is a must.

Final Presentation

Each student will present a final presentation on a particular grammar topic. You may choose your topic, but it must be approved by the course instructor. Your presentation will consist of a slideshow (PPT, Prezi, Keynote, iMovie or other) along with oral explication and examples. You should also provide an opportunity for students to apply the new learning. Your project will be graded on creativity, accuracy, exemplification, and quality and level of student engagement.

Assessment

There will be a mid-term and a final exam for this class; however, assessment will be on-going through quality of work, teacher conferences, and your final presentation. (See Evaluation below.)

Attendance

Regular attendance in this class is critical. You must be present in order to keep up with the assignments and practice. The tentative calendar below offers a general description of activities; more detail will be provided in class as the semester progresses. Failure to attend class will result in a failing grade for the course. Punctuality is a must.

Tardiness

Students who arrive to class after the roll has been taken will be counted absent. It is the student's responsibility to let the instructor know that he/she arrived late. Three tardies will equal an absence.

Courtesy

- ❖ All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*.)
- ❖ Please keep all cell phones on *silent* or *off* during class.

Plagiarism/ Academic Dishonesty Statement

Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University – Commerce Code of Conduct 5.b [1,2,3]).

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Evaluation

The grade will be assigned based on your attendance, participation in classroom discussions, completion of all assignments, attendance at all teacher-conferences, and the final presentation.

Course Calendar

During the first seminar, we will discuss the course objectives, go over the course syllabus, and address any questions you may have. After that each class will be divided into two parts. The first half of class will be devoted to the textbook and guided practice. The second half you will practice the learning in context. You may be called upon to write short essays or descriptive paragraphs to demonstrate your mastery of the objectives.

The true test of the mastery of grammar concepts is your ability to use them effectively and accurately in new contexts.

Date	Readings/Activities	Practice	Assignment
Week 1: January 20	Review syllabus; introduce grammar concepts 1-4	pp 2-9	Write an imaginary blog entry in the present tense about yourself and your family. (My name is...I am....)
Week 2: January 27	Grammar concepts 5-8	pp 10-17	Group project: Create an advertisement for a new product; present to class
Week 3: February 2	Grammar concepts 9-13	pp 19-27	Write a descriptive paragraph about your future plans. When I finish the ELI I will... or When I graduate from college...
Week 4 February 9	Grammar concepts 14-18	pp 28-37	Write a list of interview questions to ask your partner. Conduct an interview.

Week 5 February 16	Grammar concepts 19-22	pp 38-45	Using the questions from your interview from last week, write a descriptive paragraph about your partner. Be sure to use pronouns appropriately.
Week 6 February 23	Grammar concepts 23-27	pp 46-55	Pretend you work at a famous tourist attraction in the U.S. Write a description to post on the website (see p 55 for ex.).
Week 7 March 2	Grammar concepts 28-33	pp 56-67	Write a short, friendly letter to someone back home, describing something you really like to do (see p 61 for ex.).
Week 8 March 9	Review for mid-term exam; take exam on Wednesday		
March 16-19	Spring Break!!!		
Week 9 March 23	Grammar Concepts 34-37	pp 68-75	Write a paragraph describing what you did over spring break. Be sure to write in the past tense.
Week 10 March 30	Grammar Concepts 38-42	pp 76-85	Work with a partner. Pretend you are the supervisors for a Rec Center, swimming pool, zoo, or theme park. Write a public notice containing rules of behavior. Be sure to use modals. Ex: You must never try to feed the animals.
Week 11 April 6	Grammar Concepts 43-45	pp 86-93	Continue from last week; revise/edit; present to the class.
Week 12 April 13	Grammar Concepts 46-49	pp 94-99	Write a paragraph describing how communication, or transportation has changed over the last 100 years. (Use grammar structures reviewed this week)
Week 13 April 20	Grammar Concepts 52-55	pp 104-111	Choose a grammar concept from the last sections of the book; begin working on your final presentation; you will teach this concept to the class using your own resources.
Week 14 April 27	Review for finals; finals; revise/edit final presentations		
Week 15 May 4	Final Presentations		

