



---

ENGLISH LANGUAGE INSTITUTE

---

ELI 116&216&316: Communications  
Course Syllabus: Spring 2016  
Monday-Thursday, 9:00-11:00  
Hall of Languages (HL), Room 301

**Instructor: YieJe Lee**

Office: Hall of Languages (HL), Room 316

Office Hours: By appointment or 11:00am~2:00pm M-F

Email: Yieje.Lee@tamuc.edu

**Course Description:**

The course is for Intermediate ESL students. The course will focus on developing academic listening and speaking skills as well as critical thinking skills.

**Textbook and Materials:**

- Q: Skills for Success 3  
Listening and Speaking

**\*\*\*Do not purchase used textbooks. The textbooks that the ELI requires are unused workbooks. Used books will not be helpful to your learning of English if your books already have the answers written in them!**

**Technology Requirements:**

- Flash drive or other means of storing digital versions of essays and other written material you generate (always, always keep a backup of everything you turn in!)
- A TAMU-C email address that you check often (everyday)
- Regular internet access (additional readings and homework will be online)
- Access to a computer with a word processing program and a printer (assignments must be typed and printed)

**Course Objectives:**

1. Determine the purpose for communicating.
2. Organize and relay information to effectively serve the purpose, context and listener.
3. Pay attention to conventions of oral English communication, including grammar, word choices, register, pace and gesture in order to minimize barriers to listener's comprehension.
4. Use multiple strategies to monitor the effectiveness of the communication.

5. Attend to oral information.
6. Clarify purpose for listening and use listening strategies appropriate to that purpose.
7. Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
8. Integrate information from listening with prior knowledge to address listening purpose.

**Student Learning Outcomes:**

1. Pay attention to conventions of oral English communication, including grammar, word choices, register, pace and gesture in order to minimize barriers to listener’s comprehension measured by unit speaking activities.
2. Attend to oral information as measured by unit tests.

**Assignments and Tests:**

This is a face-to-face course, in which you will attend class and submit all class work on time. There will be daily reading and writing activities along with group and individual projects. The syllabus is subject to change.

Preparation for the next class is strongly encouraged because the class will be conducted based on the assumption that students have prepared for the class. Moreover, students need to become accustomed to the habit of preparation because all university classes require reading books or papers before the class; professors anticipate that students bring up questions about topics.

Students are expected to be prepared for class by doing all assigned reading as well as weekly homework assignments to be completed outside of class. Homework must be turned in on-time. No late work will be accepted.

**Assessment and Grading:**

**Listening & Speaking**

<b>Assignments and Tests</b>	<b>PERCENTAGE OF GRADE</b>
Weekly Quizzes	20%
Mid-term exam	15%
Participation	15%
Additional Homework	10%
Presentation	20%
Final Exam	20%

This course uses the standard scale for grades: A= 90-100, B=80-89, C=70-79, D=60-69. Please remember you must have a “B” or better in your course to progress. A grade of “C” or below is failing.

**Weekly Quizzes:** Quizzes will include vocabulary, dictation, and identify speaking skills for specific situations.

**Mid-term exam:** Mid-term exam will be comprehensive

**Participation:** Participation is critical to success in this course. Students are expected to

participate in class discussions as well as ask and answer questions.

**Additional Homework:** Additional homework will be assigned at the discretion of the teacher.

**Presentation:** This project will coordinate with the research assignment in the Academic Reading and Writing course. Students will prepare and give a PowerPoint/prezi presentation based on their research paper for that class.

**Final Exam:** The final exam will be comprehensive.

\*\*\*Additional Details about all assignments will be given in class\*\*\*

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
--

**Course Specific Procedures:**

Please remember that you are required to attend every class.

**Program Progress**

Earn a grade of “B” or better to progress to the next level.

**Attendance Policy**

*A student must attend a minimum of 85% of all scheduled ELI classes in order to receive a Certificate of Participation from the English Language Institute.* A student’s failure to attend class may result in lower grades, may cause failure of the course, may lower exit test scores, may inhibit transfer to another school, and may cause dismissal from the Institute which, in turn, may cause loss of the student’s F-1 visa status.

Absences are reported to the Director; the campus immigration officer is also informed of excessive absences. A student with excessive unexcused absences will be a candidate for dismissal from the program.

Excused absences are defined as:

1. Personal illness. Return to class with a physician’s note.
2. Participation in an institute-wide or university sponsored trip. Notification is to be given to the instructor before the day of absence.
3. Attendance at the funeral of an immediate family member.

If you have an “excused absence,” you will be able to make up the course assignments you missed within one week of your return to class. It is your responsibility to meet with your instructor to determine the assignments missed. Failure to meet with the instructor regarding an excused absence may result in an “F” for that assignment. **Excused absences still count toward the 15% of classes you can miss.**

If you have an unexcused absence, you may not be permitted to make up assigned course work. An unexcused absence means missing class for any reason other than those mentioned above.

Attendance will impact your overall participation grade which is 15% of your grade for this class.

- **Three** absences will drop the participation grade by **one letter grade**.
- **Six** absences will drop the grade by **two letter grades**.

### **Tardy Policy**

In American universities, it is customary for students to be seated in the classroom before the instructor enters. To be late, or tardy, to a class is not acceptable because a student entering class late interrupts the instructor and interferes with the learning of fellow students. Like all university students, ELI students are requested to be seated in the classroom at the beginning of the class hour.

Class begins at 9:00 am, and arrival after 11:00 am is considered a tardy. 20 minutes late to class is considered an absence. You will receive a 1 point deduction for being 5 minutes late and a 2 point deduction for being 10 or more minutes late on your daily participation grade. More than 20 minutes late counts as an absence, and all participation points are deducted for that day.

You may go to the restroom without informing the teacher, but if you do not return within 10 minutes, one tardy will be marked on your attendance; if you do not return within 20 minutes, you will receive an absence for the day.

### **Phones in the Classroom**

No cellphone/smartphone use during class. Check messages before or after class. Taking a call or texting (which includes reading incoming texts) during class is a distraction, inappropriate and disrespectful. Use of cellphones in class will receive a 1 point deduction on your daily participation grade.

### **Technology in the Classroom**

Only technology used for instructional purposes is allowed in the classroom. Using a dictionary or translator on a computer or a smartphone is NOT allowed during class. Electronic dictionaries are acceptable as long as they are not on a smart device.

### **Homework/Assignment Submission**

Only submissions made by the due date/time are accepted. Assignments will be collected in class on the due date typed and printed. **No late work will be accepted.**

When you miss class for *any* reason, you are still responsible for information presented and assignments given in class. Due dates remain the same whether you are in class or not. Contact a fellow student and the teacher for missed assignments.

### **Make-ups**

Do not miss class on test days. You will only be allowed to make up one test. Make up tests will be given on a designated day later in the semester. Full credit will be given.

### **Use of English**

English is the language of instruction for the English Language Institute. Students are expected to use English only in the classrooms, hallways, and at all ELI functions. Please do not speak your native language during class because not everyone speaks your language. We have many languages represented in the ELI, and we do not want to exclude anyone. We need to speak the language we all have in common which is English. Speaking a language other than English during class will result in a 1 point deduction on your daily participation grade.

## **University Specific Procedures:**

### ***ADA Statement***

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](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

### ***Student Conduct***

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*).

### ***Academic Honesty Policy***

Texas A&M University-Commerce and the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally-accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. 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 Student Conduct 5.b[1, 2, 3]). Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and failure of the course for any subsequent offenses.

**Course Calendar** (subject to change):

WEEK	Topic	Class	ASSIGNMENTS/TESTS
Week 2 January 25-28 Unit 1	Week 1: January 21	<b>Introduction to: classmates, ice-breaker, syllabus, Plagiarism, Research paper &amp; essay writing, and Presentation (L&amp;S), textbooks.</b>	
	<b>Unit 1: L&amp;S: Are first Impressions accurate?</b>	<b>Listening skill: - Making inference Vocabulary -Suffixes</b>	
		Grammar: - Auxiliary Verbs do, be, have Pronunciation: - Contractions with Auxiliary verbs	
Week 3 February 1-4 Unit 1&2	<b>Unit 1&amp; 2: L&amp;S: What's more important: taste or nutrition?</b>	Speaking: - Taking conversational turns Discussion: - Describe in detail an inaccurate first impression - Introduction to Unit 2	
		Listening skill: - Listening for causes and effects Vocabulary skill: - Adjective-Noun collocations	
		Speaking Grammar: - Quantifiers with count/noncount nouns Pronunciation: - Links with /j/ and /w/ Conversation: - Giving advice	
Week 4	<b>Unit 2&amp; 3:</b>	Role-play:	

February 8-11 Unit 3	<b>L&amp;S: Can we learn from success and failure?</b>	<ul style="list-style-type: none"> <li>- Interview classmates to inform a group discussion on why people prefer certain foods.</li> </ul> <p>Introduction to Unit 3</p>	
		<p>Listening Skill:</p> <ul style="list-style-type: none"> <li>- Listening for examples</li> </ul> <p>Vocabulary Skill:</p> <ul style="list-style-type: none"> <li>- prefixes</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- gerunds and infinitives as the objects of verbs</li> </ul>	
		<p>Pronunciation:</p> <ul style="list-style-type: none"> <li>- Stress on important words</li> </ul> <p>Speaking skill:</p> <ul style="list-style-type: none"> <li>- Asking for and giving clarification</li> </ul>	
Week 5 February 15-18 Unit 4	<b>Unit 3 &amp; 4: L&amp;S: Is change good or bad?</b>	<p>Speaking skill:</p> <ul style="list-style-type: none"> <li>- Discuss successful and unsuccessful personal experiences and explain what you learned from them</li> <li>-</li> </ul> <p>Introduction to Unit 4</p>	
		<p>Listening skill:</p> <ul style="list-style-type: none"> <li>- Taking notes using a T-chart</li> </ul> <p>Vocabulary skill:</p> <ul style="list-style-type: none"> <li>- Using the dictionary</li> </ul>	
		<p>Grammar:</p> <ul style="list-style-type: none"> <li>- Simple past and present perfect</li> </ul> <p>Pronunciation:</p> <ul style="list-style-type: none"> <li>- Variety of intonation to show interest</li> </ul> <p>Speaking skill:</p> <ul style="list-style-type: none"> <li>- Asking for and giving reasons</li> </ul> <p>Debate:</p> <p>Participate in a group discussion</p>	

		emphasizing the advantages and disadvantages of change.	
Week 6 February 22-25 Unit 5	<b>Unit 5: L&amp;S: Are we responsible for the world we live in?</b>	Introduction to Unit 5  Listening, Vocabulary exercises  Listening Skill: inferring a speaker's attitude	
		Vocabulary Skill: using the dictionary  Grammar: tag questions  Pronunciation: intonation in tag questions	
		Speaking Skill: leading a group discussion  Presentation: State and explain your opinions about our responsibility for issues impacting our world.	
Week 7 February 29 – March 4 Unit 6	<b>Unit 6: L&amp;S: How can advertisers change our behavior?</b>	Introduction to unit 6  Listening, Vocabulary exercises  Listening Skill: Identifying fact and opinion	
		Vocabulary Skill: context clues to identify meaning  Grammar: modals expressing attitude  Pronunciation: intonation in questions	
		Speaking Skill: giving and supporting your opinions	



<b>Week 8 Spring Break!!!!</b>	<b>March 7-10</b>	<p>Presentation: State and support your opinions concerning the influence of advertising on our behavior</p> <p><b>No classes!!</b></p>	
<p>Week 9 <b>March 14-18</b> Unit 7 Review &amp; Mid-term</p>	<b>Unit 7: L&amp;S: What risks are good to take?</b>	<p>Introduction to Unit 7</p> <p>Listening, vocabulary exercises</p> <p>Review for Mid-term exam</p>	Mid-Term exam
<p>Week 10 March 21-24 Unit 8</p>	<b>Unit 7 L&amp;S: What risks are good to take?</b>	<p>Continue with unit 7</p> <p>Listening Skill: identifying amounts; cardinal and ordinal numbers</p> <p>Vocabulary Skill: word families</p> <p>Grammar: past perfect</p> <p>Pronunciation: contraction of <i>had</i></p> <p>Speaking Skill: giving a short presentation - Give a short presentation on a risk you have taken, explaining your reasons for taking that risk.</p>	
<p>Week 11 March 28-31 Unit 8</p>	<b>Unit 8: L&amp;S: What do our cities say about us?</b>	<p>Introduction to Unit 8</p> <p>Listening, vocabulary exercises.</p> <p>Listening Skill: understanding figurative meaning</p> <p>Vocabulary Skill: phrasal verbs</p> <p>Grammar: separable and inseparable phrasal verbs</p>	

		<p>Pronunciation: Links between consonant and vowels</p> <p>Speaking Skill: recapping a presentation - Give a recap of a presentation highlighting what you like and dislike about a particular city.</p>	
<p>Week 12 April 4-7 Unit 9</p>	<p><b>Unit 9: L&amp;S: Can money buy happiness?</b></p>	<p>Introduction to unit 9</p> <p>Listening, vocabulary exercises</p> <p>Listening Skill: listening for signposts</p> <p>Vocabulary Skill: using the dictionary</p> <p>Grammar: types of sentences</p> <p>Pronunciation: intonation in different types of sentences</p> <p>Speaking Skill: agreeing and disagreeing - Participate in a group discussion evaluating the influence money has on happiness</p>	
<p>Week 13 April 11-14 Unit 10</p>	<p><b>Unit 10: Do we need technology to communicate long distance?</b></p>	<p>Introduction to Unit 10</p> <p>Listening, vocabulary exercises</p> <p>Listening Skill: recognizing and understanding definitions</p> <p>Vocabulary Skill: Idioms</p> <p>Grammar: comparatives</p> <p>Pronunciation: unstressed connecting words</p> <p>Speaking Skill: expressing emotions</p>	

		-Role-play a phone call discussing an emotional event you have experienced.	
Week 14 April 18-21	<b>Presentation prep &amp; Catch-up</b>		
Week 15 April 25-28	<b>Presentation prep &amp; Catch-up</b>	Review	
Week 16 May 2&3 Review & Finals		Final Presentation	<b>Final Exam</b>

\*\* This calendar is likely to change in order to accommodate learning needs.