

**Coffeyville Community College**

**PREP-011**

**COURSE SYLLABUS**

**FOR**

**BEGINNING ENGLISH  
AS A SECOND LANGUAGE**

**Antoinette Tackett**

**Instructor**

**COURSE NUMBER:** PREP-011 **COURSE TITLE:** Beginning English as a Second Language

**CREDIT HOURS:** 5

**INSTRUCTOR:** Antoinette Tackett

**OFFICE LOCATION:** Room 120 Arts and Sciences Building

**PHONE:** 620-251-7700 ext. 2040

**OFFICE HOURS:** Posted on office door

**PREREQUISITE(S):** None

**REQUIRED TEXT AND MATERIALS:** *Interactions II, A Communicative Grammar.* Werner, Church, and Baker. McGraw-Hill. 1996.  
A good English dictionary

**COURSE DESCRIPTION:** This is an intensive course in English language skills and grammar introducing and practicing grammatical structures by meaningful activities. A gradual shift from basic structures of conversational grammar to more complex structures will be used.

**EXPECTED LEARNER OUTCOMES:** This course differs from Beginning ESL in degree rather in kind: in-depth grammar study and practice, the building of a broader active and passive vocabulary, and more variety in listening and writing assignments. There will be some outside reading required. Students' needs and interests will direct classroom emphasis as much as possible.

These, then, are the outcomes expected:

1. Listening/understanding
2. Speaking
3. Reading
4. Writing
5. Grammatical proficiency

**LEARNING TASKS & ACTIVITIES:**

Week One:	Review Basic Structures and Terms
Week Two:	Chapter One: Simple Present, Present Continuous Tense, Simple Past and Past Continuous Tenses, Simple Future and

	Future Continuous Tenses
Week Three:	Finish Chapter One
Week Four:	<b>Quiz, Chapter One</b> ; Practice with Colloquial Sayings
Week Five:	Chapter Two: Count and Noncount Nouns, <i>The</i> with Locations
Week Six:	<b>Quiz, Chapter Two</b> ; begin Chapter Three: Modal Auxiliaries
Week Seven:	Finish Chapter Three; <b>Quiz Chapter Three</b>
Week Eight:	Chapter Four: Present Perfect, Present Perfect Continuous Tenses, Past Perfect Tense
Week Nine:	Finish Chapter Four; <b>Quiz Chapter Four</b>
Week Ten:	Chapter Five: Inseparable and Separable Phrasal Verbs
Week Eleven:	Chapter Five: Participles and Adjectives Followed by Prepositions <b>Quiz, Chapter Five</b>
Week Twelve:	Chapter Six: Compound Sentences
Week Thirteen:	Chapter Six: Complex Sentences
Week Fourteen:	Chapter Six: Clauses of Time and Condition in the Present and Future; <b>Quiz Chapter Six</b>
Week Fifteen:	Chapter Seven: Compound Sentences and Transitions; Connectors of Contrast: Concession
Week Sixteen:	Chapter Seven: Connectors of Reason, Result, and Purpose; Time Clauses
Week Seventeen:	Quiz, Chapter Seven, Begin Chapter Eight: Positive Adjectives and Participles
Week Eighteen:	Chapter Eight: Comparative, Superlative Forms; Review

**ASSESSMENT OF OUTCOMES:**

Cognitive: knowledge and understanding of all areas of material covered will be assessed through tests.

Metacognitive/performance and skills: These will be evaluated through supplementary texts and materials and in the classroom in single, pair and group interactions, as well as assigned homework.

Affective: Attendance, attitude, classroom participation, will be evaluated.

**GRADING POLICY:**

All tests will account for 50% of the student's grade. Performance in the classroom, work in supplementary texts and materials and

presentations for 25% and outside assignments and participation another 25%.

**GRADES:**

Grades will be figured on a standard scale of:

90-100	A
80- 89	B
70- 79	C
60- 69	D
Below 60	F

**ATTENDANCE:**

Attendance is essential. As language is basically a habit, daily attendance, practice and study develop the habit. Missed classes can't really be "made up."

## COMPETENCIES:

### LISTENING/UNDERSTANDING

1. Listening to news articles read from *Time* magazine on current events. Choose correct summary and fill in missing dialogue.
2. Listening for the Main Ideas and Key Terms. Summarizing the entire article.
3. Listening to the radio program: “The World Bank Under Fire.” Listening for Pros and Cons. Understanding vocabulary in context.
4. Life in U.S. cities. Discussing big cities versus small towns.
5. Watching video: “Skin Cancer: A Cure at Last?” Determining Your Healthstyle. Sharing experiences in healthy living.

### SPEAKING/READING

1. Video: “Don’t Ask, Don’t Tell: Gays in the Military.” Discussing discrimination.
2. “The Power of Television”, a reading. Debate: Should important court cases be on TV?
3. “DNA: The Breakthrough of the Century”, a reading. Discussing funding research projects.
4. Balancing Work and Family. Discussing work habits in the United States.
5. Conducting a debate on the purpose of higher education after reading, “Should Job Training be the Purpose of Education?”
6. Interview: find someone in class who can do or has done certain things.
7. Instruct someone on how to operate a machine or appliance.
8. There are many of these, advancing in complexity with acquisition of grammar structures and vocabulary.

### WRITING

1. Writing about the purpose of education.
2. Writing about a fast-food restaurant.
3. After discussing work habits in the United States, write about your occupation.
4. Analyzing the discussion of discrimination in the United States as compared to student’s country of origin.
5. Writing a movie review.
6. Writing a letter to a potential employer explaining definite, probable and possible plans for improving the company.
7. These continue with rising degree of difficulty.

### GRAMMATICAL PROFICIENCY

1. Review of basic verb forms.
2. Count nouns, noncount nouns, adjectives, articles and pronouns, review.
3. Making requests and giving permission. Using *borrow* and *lend*.

4. Expressing need or obligation, giving advice.
5. Expressing possibility, impossibility or disbelief, probability.
6. Using the present perfect tense (*ever, never, already, just, recently, still, and yet*) versus the present perfect continuous tense.
7. Past perfect tense.
8. Phrasal verbs and related structures (*separable and inseparable phrasal verbs*); participles and adjectives followed by prepositions.
9. Compound and complex sentences: using conjunctions, clauses of contrast, reason, purpose, time and condition.
10. Past perfect continuous tense; time clauses.
11. Clauses and phrases of comparison (*not, as...as, so...that, than*).
12. The passive voice; with simple tenses, perfect tenses and modal auxiliaries (*using it, by + agent*).
13. Adjective clauses: *who, which, whose, that* and *which, who(m), when* and *where*.
14. Gerunds, infinities, and related structures (*used with prepositions, common verbs, too, [not] enough, verbs of perception*).
15. Hope, wish and conditional sentences. Present and future use, past wishes and conditions.

**This syllabus is subject to revision with prior notification to the student by the instructor.**