

**Coffeyville Community College**

**PREP-016**

**COURSE SYLLABUS**

**FOR**

**CONVERSATIONAL ENGLISH (ESL)**

**Antoinette Tackkett**

**Instructor**

**COURSE NUMBER:** PREP-016 **COURSE TITLE:** Conversational English (ESL)

**CREDIT HOURS:** 3 hours

**INSTRUCTOR:** Antoinette Tackett

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

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**OFFICE HOURS:** 1:30-4:30 Monday through Thursday

**PREREQUISITE(S):** None

**REQUIRED TEXT:** *Interactions Access, Listening/Speaking*, 4<sup>th</sup> edition, Emily Austin. McGraw Hill Publisher. 2002.

**COURSE DESCRIPTION:**

This course is designed to develop the oral cross-cultural communication skills of intermediate-level students of English as a Second Language. It maintains a student-centered design and philosophy with an emphasis on values clarification, structured group activities, communicative competencies and individualized vocabulary building.

**EXPECTED LEARNER OUTCOMES:**

1. Communicate in English.
2. Discuss family life.
3. Identify and talk about different types of housing.
4. Understand employment related topics.
5. Compare different modes of transportation.
6. Become familiar with health care topics.
7. Demonstrate good consumer abilities.
8. Discuss personal values and concerns.

**LEARNING TASKS AND ACTIVITIES:**

**Week one:** Review grammar. Extemporaneous speaking.

**Weeks one and two:** Chapter One

**Weeks three and four:** Chapter Two

**Weeks five and six:** Chapter Three

**Weeks seven and eight:** Chapter Four

**Weeks nine and ten:** Chapter Five

**Weeks eleven and twelve:** Chapter Six

**Weeks thirteen and fourteen:** Chapter Seven  
**Week fifteen:** Chapter Eight  
**Week sixteen:** Chapter Nine  
**Week seventeen:** Chapter Ten

**ASSESSMENT OF  
OUTCOMES:**

Cognitive: Knowledge and understanding of all areas of material covered will be assessed through written examinations.

Metacognitive/Performance and Skills: These will be evaluated in daily classroom work and assignments as well as homework.

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

**GRADING POLICY:**

Daily work and assignments ..... 50%  
Attendance and Participation ..... 25%  
Examinations..... 25%

The grading scale is:

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

**ATTENDANCE  
POLICY:**

Attendance in class is expected. More than 3 absences will affect your grade. Each day missed equals 3 points. You will be dropped from the class if you miss more than 10 days.

**STUDENT  
PLAGIARISM:**

The plagiarism policy is in the student handbook. If any student is found cheating, copying, fabricating information or collusion with others to participate in academic dishonesty, they will be dismissed from the class. See student handbook for all penalties.

## COMPETENCIES:

### Lesson 1

1. Give name, address, other information about a small business. (1, 2)
2. Describe how advertising helps businesses. (1, 2, 5)
3. Compare and contrast styles of advertising. (1, 2, 5, 6)
4. Discuss communication problems. (1, 2, 5, 6)
5. Predict the audience for different ads. (1, 2, 3, 4, 5)
6. Use imperatives to give orders or suggestions. (1, 2, 5)
7. Write an advertisement and present it to the class. (1, 4, 5)

### Lesson 2

1. Predict how travelers can use a map showing time zones. (1, 2, 5, 6)
2. Discuss how jet lag affects people. (1, 2, 5, 6)
3. Discuss problems with international and domestic travel. (1, 2, 6)
4. Listen to news reports and discuss the details of travel. (1, 2, 5, 6)
5. Use modals and verbs of necessity to talk about travel. (1, 2, 5, 6)

### Lesson 3

1. Predict how people respond to false advertising. (1, 2, 5, 6)
2. Describe the steps of a con game. (1, 2, 3, 4, 5, 6)
3. Discuss the gullibility of victims of con games. (1, 2, 3, 5)
4. Compare language reductions with formal speech. (1, 2, 3, 4, 5, 6)
5. Compare and equate phrases about fraud and other crime. (1, 2, 3, 4, 5, 6)
6. Rank dishonest activities. (1, 2, 3, 4, 5)

### Lesson 4

1. Predict what the subject of this chapter will be. (1, 2, 3, 4, 5, 6)
2. Discuss entomology. (3, 4, 6)
3. Use and understand the benefits of useful insects. (1, 2, 3, 4, 5, 6)
4. Show the relationships between words using analogies. (4, 5)
5. Talk using infinitives of purpose. (1, 2, 5)
6. Know how to agree and disagree with someone. (1, 2, 5, 6)
7. Evaluate new uses of insects and other bugs. (1, 2, 3, 4, 5, 6)

### Lesson 5

1. Identify problem words spoken by non-native English speakers. (1, 2, 3, 5, 6)
2. Guess meanings of words in context that you are unfamiliar with. (1, 2, 3, 4, 5)
3. Listen for main ideas in a conversation between two people with different accents. (1, 2, 3, 4, 5, 6)

4. Use intonation correctly to ask questions. (1, 2, 5)
5. Discuss verb meanings of phrasal verbs. (1, 2, 3, 4, 5)
6. Use modals and related verbs when giving advice. (1, 2, 3, 4, 5)
7. Understanding how to begin conversations in English. (1, 2, 5, 6)

### **Lesson 6**

1. Discuss the reasons for healthcare workers to wear special protective clothing. (1, 2, 5, 6)
2. Listen to a lecture about AIDS and analyze it. (1, 2, 3, 4, 5)
3. Listen to and understand vocabulary related to health. (1, 2, 5)
4. Relate to the class any experiences with AIDS patients. (2, 5, 6)
5. Hear and pronounce can/can't phrases using intonation. (1, 2, 5)
6. Know connotations and domains of word meanings. (1, 2, 3, 4, 5)
7. Lead group discussions about various topics. (1, 2, 3, 4, 5, 6)

### **Lesson 7**

1. Predict the cars of the future. (1, 2, 3, 4, 5)
2. Discuss what things you look for when buying a car. (1, 2, 3, 4, 5)
3. Identify problems people have with their cars and car repair. (1, 2, 3, 4, 5)
4. Use intonation to make tag questions about car repairs. (1, 2, 5)
5. Listen to a conversation and identify vocabulary words. (1, 2, 5)
6. Use the future tense in predicting the future. (1, 2, 3, 4, 5)

### **Lesson 8**

1. Describe traditional dress for different countries. (2, 5, 6)
2. Listen for main ideas in an interview with people from Sri Lanka. (1, 2, 5, 6)
3. Share the positive and negative feelings about traditional clothing. (1, 2, 5, 6)
4. Discuss the similarities and differences between traditional clothing of different countries. (1, 2, 5, 6)
5. Use pauses correctly when reading aloud or talking to someone. (1, 2, 5)
6. Present a short speech using topics about clothing. (1, 2, 3, 4, 5, 6)
7. Make an impromptu speech about fashion in your country. (1, 2, 5, 6)

### **Lesson 9**

1. Give your opinion of spanking a child. (1, 2, 5, 6)
2. Discuss cultural differences in punishing children. (1, 2, 5, 6)
3. Identify the actions that are criminal in punishing children. (1, 2, 3, 4, 5, 6)
4. Listen to experts talk about discipline and give your opinion. (1, 2, 5, 6)
5. Express meanings of words with prefixes. (1, 2, 5)
6. Use the present perfect tense to describe discipline. (1, 2, 5, 6)
7. Debate the topic of spanking children. (1, 2, 5)

## Lesson 10

1. Discuss the marriage customs in your country. (1, 2, 5, 6)
2. Agree or disagree with the lecture on happy marriages. (1, 2)
3. Give your opinion of marriage agreements. (1, 2, 3, 4, 5, 6)
4. Find out people's reactions to marriage agreements. (1, 2, 5, 6)
5. Use contrastive stress when introducing new information into a conversation. (1, 2, 5)
6. Demonstrate the use of articles in giving information about marriage. (1, 2, 5)
7. Learn ways to interrupt a conversation. (1, 2, 5, 6)
8. Write a marriage agreement. (1, 2, 3, 4, 5)