

**Coffeyville Community College**

**ENGL-105**

**COURSE SYLLABUS**

**FOR**

**ENGLISH IMPROVEMENT  
FOR FOREIGN STUDENTS**

**Antoinette Tackkett**

**Instructor**

**COURSE NUMBER:** ENGL-105  
**COURSE TITLE:** English Improvement for Foreign Students

**INSTRUCTOR:** Antoinette Tackett

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

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

**OFFICE HOURS:** Posted on office door

**PREREQUISITE:** None

**REQUIRED TEXT AND MATERIALS:** *Interactions II, Integrated Skills Edition, 1<sup>st</sup> Edition*  
Michael Berman, Montgomery College. McGraw-Hill, 2002

**COURSE DESCRIPTION:** This course is designed to meet the needs of students who come from countries with a native language other than English. The course content includes grammar, structure, usage, vocabulary development, listening comprehension, dictation and reading comprehension. The student is also given the opportunity to improve in conversational English by practice in oral drills, dialogues and group conversation.

**EXPECTED LEARNER OUTCOMES:** The student will:

1. understand how to manipulate and use verbs and vocabulary in conversation.
2. be enabled to write simple compositions with clear and understandable organization of content, grammar and spelling.
3. be able to understand intermediate written English through literary works, newspapers, magazines and textbooks.
4. be enabled to capture the content of lectures through listening to conversations and asking and answering questions in class.
5. demonstrate a proficiency in grammar, listening, reading, speaking and writing skills.

**LEARNING TASKS & ACTIVITIES:** Week One: Review of basic structures and terms  
Week Two: Chapter 1  
Week Three: Chapter 2  
Week Four: Chapter 2  
Week Five: Chapter 3

Week Six: Chapter 3  
Week Seven: Chapter 4  
Week Eight: Chapter 4  
Week Nine: Chapter 5  
Week Ten: Chapter 5  
Week Eleven: Chapter 6  
Week Twelve: Chapter 6  
Week Thirteen: Chapter 7  
Week Fourteen: Chapter 7  
Week Fifteen: Chapter 8  
Week Sixteen: Chapter 9  
Week Seventeen: Chapter 10  
Week Eighteen: Review and Final

**ASSESSMENT OF  
OUTCOMES:**

Cognitive: knowledge and understanding of all areas of material covered will be assessed through verbal activities and written 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, attendance, 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." Missing more than three (3) class periods will result in a reduction in grade with absences of more than six (6) with a possibility of being dropped from class for non-attendance.

**COMPETENCIES:**            The student will:

**UNDERSTAND HOW TO MANIPULATE AND USE VERBS AND VOCABULARY**

1. With a partner, ask and answer questions about who, what, where, why, when in various situations.
2. Converse about nationalities and cultures.
3. Talk about past activities.
4. Lend and borrow things.
5. Make a reservation by telephone.
6. Have an interview about food likes and dislikes.
7. Interview another student about his normal schedule.
8. Give directions from a map to another person.
9. Talk about what people have to do and what they would rather do.

**BE ENABLED TO WRITE SIMPLE COMPOSITIONS WITH CLEAR AND UNDERSTANDABLE ORGANIZATION OF CONTENT, GRAMMAR AND SPELLING**

1. Write about someone in your family.
2. Tell where someone's residence is.
3. Write a paragraph about someone's food likes and dislikes.
4. Write a description of someone from a photo.
5. Write a friend telling what you do daily and on weekends.
6. Write a vacation postcard.
7. Write a paragraph on transportation options.
8. Write about a planned vacation.
9. Write a paragraph about Mark Twain and other select authors.
10. Write from a chart two paragraphs about a prisoner's likes and dislikes and activities.

**BE ABLE TO UNDERSTAND INTERMEDIATE WRITTEN ENGLISH THROUGH LITERARY WORKS, NEWSPAPERS, MAGAZINES AND TEXTBOOKS**

1. Read a selection of short stories and answer questions about the plot, the characters and the outcome.
2. Read a local newspaper article and describe the main idea of it.
3. Read articles in an American magazine and explain to the class what the article discusses.
4. Read the class textbook instructions and answer questions about them.

**BE ENABLED TO CAPTURE THE CONTENT OF LECTURES THROUGH LISTENING TO CONVERSATIONS, ASKING AND ANSWERING QUESTIONS IN CLASS**

1. Listen and pronounce numbers and alphabet.
2. Listen to a doctor-patient exchange and tell about patient.

**DEMONSTRATE A PROFICIENCY IN GRAMMAR, LISTENING, READING, SPEAKING AND WRITING SKILLS**

1. After viewing a television interview, describe the guest.
2. After watching a doctor-patient interview, describe the doctor's recommendations.

3. After listening to a job interview, give qualifications of applicant.
4. From a long-distance telephone conversation, match the names of the children with activities.
5. From a telephone conversation about a house for rent, describe the house.
6. From an eyewitness account of a robbery, arrange events in chronological order.
7. From a student-teacher exchange, explain circumstances causing a student to be late.
8. From an exchange about lost luggage, fill out a "lost baggage claim."