

COURSE COMPRESSION FORMAT CHANGE

Any course compressed to less than six weeks must be approved by the college or school curriculum council. Furthermore, any core course compressed to less than 6 weeks must be approved by the Core Review Committee.

Any new course proposal must indicate those course compression formats in which the course will be taught. Only those formats approved will be allowed for scheduling.

****NOTE: A COURSE SYLLABUS FOR EACH COURSE FORMAT MUST BE SUBMITTED WITH THIS REQUEST****

SUBMITTED BY:

Department	English	College/School	College of Liberal Arts
Prepared by	Duff Johnston	Phone	(907) 474-5235
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See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept	ENGL	Course #	F230	No. of Credits	3
COURSE TITLE	English Language Proficiency				

2. COURSE COMPRESSION FORMAT (Indicate all that apply)

COURSE FORMAT: (check one) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify) 2 1/2-week course = 18 class sessions at 2.5 hours per session for a total of 45 contact hours. Dates July 19 – August 1, 2012

Mode of delivery (specify lecture, field trips, labs, etc) Lecture

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

3. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO	No	If Yes, DEPT		NUMBER	
STACKED?	No	If Yes, DEPT		NUMBER	

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

ENGL F230, an English as a second language (ESL) course that has been traditionally offered during fall semesters and summers at UAF, will be compressed to serve as one of four courses in an intensive English program offered by Summer Sessions in 2012.

The compressed course is justified for three reasons:

- A course that provides five contact hours per day for nine class days will offer an intensive and immersive learning experience that many experts believe is most effective for second language acquisition.
- The format will allow many international students with relatively short summer vacations to enroll.
- Students who enroll in ENGL F230 and ENGL F231 over a five-week period will receive six credits allowing them to receive student visa status.

ENGL F230 is offered through UAF Summer Sessions & Lifelong Learning (Director: Michelle Bartlett – mhbartlett@alaska.edu) as part of an intensive summer ESL program that provides academic, social, and cultural activities for students. This program is supported by the UAF Office of International Programs & Initiatives (Director: Donna Anger – d.anger@alaska.edu). Both programs and the UAF English Department support the course.

APPROVALS

<i>Rich Carr</i>	Date	<i>Feb 13, 2012</i>
Signature, Chair, Program/Department of: <i>English</i>		

<i>S. G. Seiler</i>	Date	<i>4/25/2012</i>
Signature, Chair, College/School Curriculum Council for:		

Dr. Kirk Hartmann
Interim Dean
College of Liberal Arts *04/17/12*

Course Syllabus

- *Note: The semester overview and assignments may be modified over the course of the semester. The instructor will inform you of any changes in advance.*

Course Information:

<i>Course Number & Section</i>	ENGL F230; Section F01
<i>Course Title</i>	English Language Proficiency
<i>Course Dates</i>	July 19 – Aug. 1
<i>Credits</i>	3
<i>Class Days & Times</i>	Mon. – Thur.; 9:00-11:30am & 1:30-4:00pm
<i>Classroom</i>	

Instructor Information:

<i>Instructor</i>	
<i>Office</i>	
<i>Office Hours</i>	
<i>Email Address</i>	@alaska.edu
<i>Office Phone Number</i>	(907) 474-

Course Description:

ENGL F230 – English Language Proficiency is designed for students for whom English is a second language. The course is intended for students with **high beginner to low intermediate English proficiency** in one or more of the basic language skills—reading, writing, speaking, and listening. The course will focus on using English for academic purposes such as listening to course lectures and taking notes, taking part in classroom discussions, and reading and writing formal academic texts. The course also involves preparation in basic test taking strategies for standardized language examinations.

Course Prerequisite:

Permission of the instructor

Course Materials:

Required textbook:

Hill, D. (2009). *Academic connections 2*. White Plains, NY: Pearson Longman.

Course ID for MyAcademicConnectionsLab: CRSCDG5-69507

Academic Connections is a new textbook series designed for adult **English as a second language (ESL)** learners. This semester we will use the second book in the series. Each of the *Academic Connections* textbooks uses an **integrated skills** approach to language learning and teaching. This means that they develop students' listening, speaking, reading, and writing skills at the same time. In addition, each book emphasizes **English for academic purposes (EAP)**, which means that it is designed for ESL students who use or will use English to participate in university level coursework. The book has been designed with the assistance of the Educational Testing Service (ETS) and involves content and activities designed to prepare students for standardized tests like the TOEFL® test. Finally, the series provides **online content** at www.MyAcademicConnectionsLab.com that supports the activities and exercises in the textbooks.

Additional materials:

- online content (MyAcademicConnectionsLab exercises, Youtube videos, Web sites, etc.);
- readings (electronic and paper document formats); and
- other materials.

The instructor will inform students of any additional materials to be used during the semester and ensure that students can access these materials as needed.

Course Goal:

To improve students integrated use of English for academic purposes

Student Learning Outcomes – Improvements in:

- *Reading:* Skimming and scanning strategies; recognizing text organization and purpose; recognizing reference cohesion; recognizing summaries and conclusions
- *Listening:* Understanding main idea and supporting details; recognizing organizational structure and taking notes; recognizing logical connectives; recognizing digressions and asides; distinguishing major from minor points
- *Writing:* Writing an organized and cohesive paragraphs
- *Speaking:* Giving short presentations and summaries
- TOEFL test taking strategies

Instructional Methods:

The course will use some or all of the following teaching and learning activities: lectures; small group and whole class discussions; student presentations; paragraph writing in and out of class; role play situations; videos and audio (listening) activities; activities based on MyAcademicConnections Lab and other Internet resources.

Course Overview (*Content and assignment dates may be subject to modification during the semester. The instructor will inform students of any changes.*):

<i>Week – Dates</i>	<i>Content</i>	<i>Major Assignments</i>
Week 1 – July 19 & 20	Course introduction/Unit 1	None
Week 2 – July 23-26	Unit 1 & Unit 2	First paragraph; marketing presentation; midcourse exam
Week 3 – July 30- Aug. 1	Unit 3 & Unit 4	Final essay; summary presentation; final exam

Course Assignments:

Class participation: Students are expected to participate in class discussions and other in-class activities. In addition, students must be able to demonstrate that they have completed any homework activities and come prepared for class activities.

Homework: Students will complete at-home assignments including the textbook's online exercises and other activities.

Key words quizzes: Students will be tested on their knowledge of the vocabulary in all four of the textbook units covered in the course.

Writing assignments: Students will write paragraph about biology and space research.

Speaking assignments: Students will complete a marketing presentation and an oral summary on an actor's preparation for a role.

Midcourse and Final exam: Students will complete a midcourse examination after work on textbook units 1 and 2. After the 4th unit, students will take a final exam. Both exams will focus on reading, listening, and writing skills.

Note: *In addition to work completed during class time, students are expected to spend several hours each week working outside of class to finish homework assignments and prepare for quizzes, tests, essays, and presentations. This out-of-class work is the student's responsibility and is a normal expectation for most university courses in the United States.*

Evaluation Policies:

This course will be evaluated on absolute scores and not on a curve.

Assignment % points:

<u>Assignment</u>	<u>% Points</u>
Class participation	5
Homework	10
Key words quizzes	5
Writing	
Paragraph on biology	5
Paragraph on space research	10

Instructor:

Speaking	
Marketing presentation	5
Oral summary	10
Midcourse exam	25
Final exam	<u>25</u>
Total	100

Grading scale:

<u>Letter</u>	
<u>Grade</u>	<u>% Grade</u>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Late assignments: All work handed in after the due date and time will receive a full grade-level deduction for each day it is late.

For example, an assignment due in a morning class but submitted electronically at 10 p.m. the same day would have its score lowered from an A (95%) to a B (85%), a B+ (88%) to a C+ (78%), and so on.

If the assignment is turned in after the original class time the next day, it would have its score lowered two full levels. Deductions would continue in the same manner until the assignment was handed in or no more points were available to be deducted.

Course Policies & Classroom Conduct

Attendance: Students may not miss any classes during summer session without a legitimate excuse. Legitimate excuses include medical, family, and legal emergencies. Any student claiming a legitimate excuse must provide proof of the emergency situation to the instructor. If the student knows he or she will have a legitimate excuse to miss an upcoming class session, he or she is strongly encouraged to inform the instructor before the class date.

If a legitimate excuse is not provided for an absence, the student will lose 5 percentage points for each class session that is missed (during the summer there are two class sessions each day).

Tardiness: Students arriving more than twenty minutes late for class will be considered absent if they do not have a legitimate excuse. The student is encouraged to attend the rest of the class session, but the absence will still stand. Students who are late by ten to twenty minutes more than twice during the course will have percentage points deducted from his or her course grade (3 times = -5%; 5 times = -10) barring legitimate excuses. Many quizzes or other graded assignments may be given at the beginning of class sessions, so late arriving students may not have enough time to complete these activities.

Disabilities statement: Students who have a physical or mental impairment that may substantially limit his or her participation in the course and its activities should inform the instructor of this condition as soon as possible. With documentation confirming the disability from the university's Office of Disabilities Services (208 Whitaker Building), the instructor will provide reasonable accommodations that will allow the student to successfully all coursework.

Office of Disabilities Services: (907) 474-5655

Student code of conduct and academic dishonesty: "Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student ... found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct: cheating, plagiarism, or other forms of academic dishonesty. "

Board of Regents Chapter 09.02.020

<http://www.alaska.edu/bor/policy-regulations/>

If the instructor encounters incidents of cheating, plagiarism or other forms of academic dishonesty in student work, he may impose penalties up to and including the assignment of a failing grade or no points for the test or assignment involved. In extreme cases, the instructor may also involve university officials in further sanctions against students involved in academic dishonesty.

Summer 2012: ENGL F230 – English Language Proficiency (Tentative Course Schedule)

Academic Connections 2 = AC2 MyAcademicConnectionsLab = Lab

Week	Class Day & Date	Time	Topics & Activities	Homework <small>(Due by class time on day listed – Homework from AC2 due in class)</small>	Major Assignments	
1	Thu. Jul. 19	a.m.	<p style="text-align: center;"><i>Course introduction</i></p> <p>1) Ice breakers 2) Course introduction 3) Pre-course diagnostic test <i>(optional)</i> 4) Unit 1 - <i>Previewing the Academic Content: "Biology: Experiments & the Common Cold"</i></p>	<i>None</i>	<i>None</i>	
		p.m.	<p style="text-align: center;"><i>Skimming Texts for Main Ideas & Scanning Texts for Details</i></p> <p>1) Discussion: Intensive vs. extensive reading practices 2) Check & discuss homework from AC2 3) Skimming - <i>Global Reading: "Hypotheses"</i> (pp. 6, 7) & skimming exercises 2-5 (pp. 6-8) 4) Scanning - Focused Reading exercises 1-5 (pp. 8-10)</p>	<p><u>AC2:</u></p> <ul style="list-style-type: none"> • Read <i>Previewing the Academic Skills Focus</i> (p. 3) & complete exercises 1-3 (pp. 3, 4) • Complete <i>Before You Read</i> exercise (pp. 4, 5) • Read <i>Global Reading</i> (p. 6) – Do not complete the Exercises • Read "Finding Specific Information: Scanning" (p. 9) 	<i>None</i>	
	Fri. Jul. 20	a.m.	a.m.	<p style="text-align: center;"><i>Listening for Main Ideas in a Lecture & Writing a Paragraph: Topic Sentences & Supporting Details</i></p> <p>1) Discussion: Key words 2) Discussion: Listening to lectures in English 3) <i>Global Listening</i> exercises 1-5 (pp. 11, 12) 4) <i>Focused Listening</i> exercises 1-5 (pp. 12-14) 5) Discussion: Paragraph writing 6) Writing exercises (pp. 15-17)</p>	<p><u>AC2:</u></p> <ul style="list-style-type: none"> • Read <i>Global Listening: "Getting the Gist"</i> (p. 11) <p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Preview = Key Words; Key Words: Practice; Comprehension</i> • <i>Building Academic Reading Skills = Key Words; Key Words: Practice; Reading Activities 1-5; Checkpoint 1</i> • <i>Building Academic Listening Skills = Key Words; Key Words: Practice; Listening Activities 1-5; Checkpoint 2</i> 	<i>None</i>
			p.m.	<p style="text-align: center;"><i>Paragraph Writing & Peer Review</i></p> <p>1) Key Words Quiz: Unit 1 2) Listen to a radio program about colds & complete chart (p. 18) 3) 1st draft of paragraph - Write a paragraph on "How can biologists find out whether vitamin C prevents colds?" (pp. 18, 19) – Steps 1, 2</p>	<i>None</i>	<i>None</i>

Week	Class Day & Date	Time	Topics & Activities	Homework <i>(Due by class time on day listed – Homework from AC2 due in class)</i>	Major Assignments
1	Fri. Jul. 20 <i>(continued)</i>	p.m.	4) Editing symbols: Introduction & practice 5) Peer review of paragraph 1 st draft		
2	Mon. Jul. 23	a.m.	<i>Unit 2 Introduction; Parts of a Lecture; & Note-taking Based on Organization</i> 1) Discussion: Advertizing & marketing campaigns 2) Discuss your ad with partners & the class using the chart and questions (pp. 22, 23) 3) Discussion: Signals & logical connectives in lectures 4) <i>Global Listening</i> exercises 1-4 (pp. 26, 27) 5) <i>Focused Listening</i> exercises 1-3 (pp. 27, 28) 6) Discussion: Key Words	Find an interesting printed ad & bring it to class <u>AC2:</u> • Read <i>Previewing the Academic Content</i> (p. 22) & using your ad, fill in the first column in the chart & complete exercise 2 (pp. 22, 23) • Read <i>Previewing the Academic Skills Focus</i> & complete exercise 1 (p. 24) • Read <i>Global Listening</i> (p. 25) <u>Lab:</u> • <i>Preview = Key Words; Key Words: Practice; Comprehension</i> • <i>Building Academic Listening Skills = Key Words; Key Words: Practice; Listening Activities 1-5; Checkpoint 2</i> • <i>Building Academic Reading Skills = Key Words; Key Words: Practice</i>	Email a final draft of your vitamin C paragraph to your instructor before class on Mon. Jul. 25
		p.m.	<i>Recognizing the Organization & Purpose of Texts & Relationships between Ideas in Texts & Lectures</i> 1) Key Words Quiz: Unit 2 2) Discussion: Understanding text organization & purpose 3) <i>Global Reading</i> exercises 1 & 2 (pp. 30-32) 4) <i>Focused Reading</i> exercise 1 (pp. 32, 33) 5) Discussion: Logical connectives in written texts & lectures 6) <i>Focused Reading: Understanding Relationships within a Reading Paragraph</i> exercises 2-4 (pp. 33, 34) 7) Listen to the professor give students advice & complete chart (p.35)	None	None
	Tue. Jul. 24	a.m.	<i>Marketing Campaigns: Practice Presentations & Peer Feedback</i> 1) Discussion: Presentation style: Non-verbal behavior & creating rapport; using visual aids	<u>Lab:</u> • <i>Building Academic Listening Skills = Listening Activities 1-5; Checkpoint 1</i> • <i>Academic Reading = Activities 1-5; Checkpoint 2</i>	Stealth or Viral Marketing Campaign Proposal

Week	Class Day & Date	Time	Topics & Activities	Homework <i>(Due by class time on day listed – Homework from AC2 due in class)</i>	Major Assignments
2	Tue. Jul. 24 <i>(continued)</i>	a.m.	2) Discussion: Conducting focus group research 3) Focus groups & practice presentations for marketing campaign proposal 4) Campaign practice/development time	Lab: • <i>Building Academic Speaking Skills</i> = Grammar Check; Comprehension; Speaking Strategy Additional assignment: • Watch videos from <i>Success with Presentations</i> –Unit 6: Supplementary Visual Aids; Unit 8: Creating Audience Rapport Unit 10: Special Situations (Group Presentation)	<ul style="list-style-type: none"> • With a partner choose a product (real or imaginary) & plan a stealth or viral marketing campaign for it • Prepare a spoken presentation on your campaign using the outline AC2 (p. 37) • Bring 4 paper copies of your marketing presentation text to class • If appropriate, develop objects and/or print & video ads
		p.m.	<i>Marketing Campaign Proposal Presentations & Audience Feedback</i> 1) Marketing campaign proposal presentations & feedback 2) Review for midcourse test	<i>None</i>	<i>None</i>
	Wed. Jul. 25	a.m.	<i>Midcourse Test, Unit 3 Introduction, & Cohesion & Coherence in Written Texts</i> 1) Midcourse test 2) Unit 3 - <i>Previewing the Academic Content: "Astronomy: Collisions from Space"</i> & exercises 3) Discussion: Cohesion & coherence 4) Read <i>Previewing the Academic Skills Focus</i> & complete exercises (p. 42) 5) <i>Before You Read, Global Listening, & Focused Reading</i> exercises (pp. 42-45)	<i>None</i>	Prepare for midcourse test <ul style="list-style-type: none"> • Review key words & reading, listening, & writing strategies Lab: Complete <i>Academic Words Puzzles</i> for Units 1 & 2 (in each unit's <i>Expansion</i>) = For review

Week	Class Day & Date	Time	Topics & Activities	Homework <i>(Due by class time on day listed – Homework from AC2 due in class)</i>	Major Assignments
2	Wed. Jul. 25 <i>(continued)</i>	a.m.	6) <i>Recognizing Reference in Cohesion</i> (p. 45) & exercises 2-4 (pp. 45, 46)		
		p.m.	<p><i>Recognizing Logical Connectives in Lectures & Writing Cohesive Texts</i></p> <p>1) <i>Before You Listen</i> complete the chart on page 48</p> <p>2) <i>Global & Focused Listening</i> exercises (p. 49, 50)</p> <p>3) <i>Before You Write</i> complete exercises 1 & 2 (pp. 51, 52)</p> <p>4) <i>Focused Writing</i> exercise 1 (p. 52)</p> <p>5) In-class writing exercise – Topic: “Do you feel in danger from a collision with an asteroid?” (p. 53)</p> <p>6) Assignment given: <i>Integrated Writing Task – Short Essay on Near Earth Object (NEO) Research</i></p>	None	None
	Thu. Jul. 26	a.m.	<p><i>Essays: Peer Review & Unit 4 Preview</i></p> <p>1) Key Words Quiz: Unit 3</p> <p>2) Peer review practice</p> <p>3) Peer review of essays</p> <p>4) Unit 4 – <i>Previewing the Academic Content: “Acting: Imagination”</i></p> <p>5) <i>Previewing the Academic Content</i> exercises (p. 56)</p> <p>6) Read <i>Previewing the Academic Skills Focus: Synopsis of Wag the Dog & Summarizing & complete the exercises</i> (pp. 57, 58)</p>	<p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Preview = Key Words; Key Words: Practice; Comprehension</i> • <i>Building Academic Reading Skills = Key Words; Key Words: Practice; Reading Activities 1-5; Checkpoint 1</i> • <i>Building Academic Listening Skills = Key Words; Key Words: Practice; Listening Activities 1-5; Checkpoint 2</i> • <i>Building Academic Writing Skills = Comprehension; Writing Strategy</i> 	<p>1st Draft of Short Essay on Near Earth Object (NEO) Research</p> <ul style="list-style-type: none"> • Follow steps in AC2 (pp. 53, 54) to write essay draft • Email a copy of your essay draft to your instructor before class on Thu. Jul. 28 • Bring 3 copies of your essay draft
	p.m.	<p><i>Recognizing Digressions & Asides in Lectures & Recognizing Summary Statements & Conclusions</i></p> <p>1) <i>Before You Listen</i> exercise (p. 58)</p> <p>2) <i>Global Listening</i> exercise (p. 59)</p>	None	None	

Week	Class Day & Date	Time	Topics & Activities	Homework <i>(Due by class time on day listed – Homework from AC2 due in class)</i>	Major Assignments
2	Thu. Jul. 26 <i>(continued)</i>	p.m.	3) Digressions & Asides exercises 2 & 3 (p. 59) 4) <i>Focused Listening</i> : Major & Minor Points exercises 1-5 (pp. 59-61) 5) <i>Before You Read</i> exercise (p. 61) 6) <i>Global & Focused Reading</i> exercises (pp. 61-66) 7) Discussion: Film Acting Presentation		
3	Mon. Jul. 30	a.m.	<i>Preparing Spoken Summaries</i> 1) Complete film synopsis activity with a partner 2) <i>Preparing Spoken Summaries</i> : Practice with short films 3) Group discussion of presentation ideas 4) Watch videos from <i>Success with Presentations</i> – Unit 1: Audience Analysis; Unit 7: An Understandable Delivery (Fluency)	<i>AC2</i> : <ul style="list-style-type: none"> • <i>Before You Speak</i> film synopsis activity (pp. 66-68) <i>Lab</i> : <ul style="list-style-type: none"> • <i>Preview</i> = Key Words; Key Words: Practice; Comprehension • <i>Building Academic Listening Skills</i> = Key Words; Key Words: Practice; Listening Activities 1-5; Checkpoint 1 • <i>Building Academic Reading Skills</i> = Key Words; Key Words: Practice; Reading Activities 1-5; Checkpoint 2 	<i>Final essay draft on NEO research due</i> <i>Preparing a Spoken Summary: Film Acting</i> <ul style="list-style-type: none"> • Prepare for the <i>Integrated Speaking Task</i> by choosing a film & specific film role you know well • Think about how you would prepare to act in the role • If possible watch your film (or part of your film) again to help prepare • Complete the chart to prepare for your presentation (p. 70)
		p.m.	<i>Pronunciation Practice & Presentation Preparation</i> 1) Class and pair work on pronunciation & fluency 2) Prepare a script of & note cards for your presentation	<i>None</i>	<i>None</i>

Week	Class Day & Date	Time	Topics & Activities	Homework <i>(Due by class time on day listed - Homework from AC2 due in class)</i>	Major Assignments
3	Tue. Jul. 31	a.m.	<i>Presentation Practice</i> 1) Class and pair work on pronunciation & fluency 2) Practice presentations & peer review	<i>None</i>	<ul style="list-style-type: none"> • Prepare a script of & note cards for your film acting summary presentation • Bring 4 copies of your script to class
		p.m.	<i>Student Film Acting Summary Presentations</i>	<i>None</i>	<i>None</i>
	Wed. Aug. 1	a.m.	<i>TOEFL Testing Strategies & Practice</i> <i>Review for Course Exam</i>	<i>To be determined</i>	<ul style="list-style-type: none"> • Prepare for final exam: Review key words & reading, listening, & writing strategies <p><u>Lab:</u> Complete <i>Academic Words Puzzles</i> for Units 3 & 4 (in each unit's <i>Expansion</i>) = For review</p>
		p.m.	<i>Course Exam</i>	<i>None</i>	<i>None</i>

Fall 2011: ENGL 230 – English Language Proficiency (Tentative Course Schedule)

Academic Connections 2 = AC2 MyAcademicConnectionsLab = Lab

Week	Class Day & Date	Topics & Activities	Homework <i>(Due by class time on day listed – Homework from AC2 due in class)</i>	Major Assignments
1	Thu. Sept. 1	<i>Course introduction & ice breakers</i>	<i>None</i>	<i>None</i>
2	Tue. Sept. 6	<p style="text-align: center;"><i>Pre-course diagnostic & Unit 1 Preview</i></p> <p>1) Pre-course diagnostic test 2) Unit 1 - <i>Previewing the Academic Content</i>: “Biology: Experiments and the Common Cold” 3) Check & discuss homework from AC2</p>	<p>Bring student information sheet to class</p> <p><u>AC2:</u></p> <ul style="list-style-type: none"> • Read <i>Previewing the Academic Content</i> (p. 2) & complete exercises 2 & 3 (pp. 2, 3) • Read <i>Previewing the Academic Skills Focus</i> (p. 3) & complete exercises 1-3 (pp. 3, 4) <p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Preview</i> = Key Words; Key Words: Practice; Comprehension 	<i>None</i>
	Thu. Sept. 8	<p style="text-align: center;"><i>Skimming Texts for Main Ideas</i></p> <p>1) Check & discuss homework from AC2 2) Discussion: Skimming strategies 3) <i>Global Reading</i>: “Hypotheses” (pp. 6, 7) & skimming exercises 2-5 (pp. 6-8)</p>	<p><u>AC2:</u></p> <ul style="list-style-type: none"> • Complete <i>Before You Read</i> exercise (pp. 4, 5) • Read <i>Global Reading</i> (p. 6) – Do not complete the exercises <p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Building Academic Reading Skills</i> = Key Words; Key Words: Practice; Reading Activities 1 & 2 	<i>None</i>
3	Tue. Sept. 13	<p style="text-align: center;"><i>Scanning Texts for Details & Listening for Main Ideas in a Lecture</i></p> <p>1) Discussion: Scanning 2) Check & discuss homework from AC2 3) <i>Global Listening</i>: “Getting the Gist” (p. 11) & exercises 1-5 (pp. 11, 12) 5) <i>Focused Listening</i> exercise 1 (p. 12)</p>	<p><u>AC2:</u></p> <ul style="list-style-type: none"> • Complete Focused Reading exercises 1 & 2 (p. 8) • Read “Finding Specific Information: Scanning” (p. 9) & complete exercises 3-5 (pp. 9, 10) <p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Building Academic Reading Skills</i> = Reading Activities 3-5; Checkpoint 1 	<i>None</i>
	Thu. Sept. 15	<p style="text-align: center;"><i>Writing a Paragraph: Topic Sentences & Supporting Details</i></p> <p>1) Key Words Quiz: Unit 1 2) Check & discuss homework from AC2 3) <i>Before You Write</i> reading (p. 15) 4) <i>Writing a Paragraph</i> exercise (pp. 15, 16) 5) <i>Focused Writing</i> exercises 2 & 3 (pp. 16,17)</p>	<p><u>AC2:</u></p> <ul style="list-style-type: none"> • Complete <i>Focused Listening</i> exercises 2-5 (pp. 13, 14) <p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Building Academic Listening Skills</i> = Key Words; Key Words: Practice; Listening Activities 1-5; Checkpoint 2 	<i>None</i>
4	Tue. Sept.20	<p style="text-align: center;"><i>Paragraphs: Peer Review & Unit 2 Preview</i></p> <p>1) Editing symbols: Introduction & practice 2) Peer review of paragraph 1st draft</p>	<p><u>AC2:</u></p> <ul style="list-style-type: none"> • Listen to a radio program about colds (audio file at MyAcademicConnectionsLab) & complete chart (p. 18) 	<p>1st Draft of Paragraph</p> <ul style="list-style-type: none"> • Write a paragraph on “How can biologists find out whether vitamin C

Week	Class Day & Date	Topics & Activities	Homework <i>(Due by class time on day listed - Homework from AC2 due in class)</i>	Major Assignments
4	Tue. Sept.20 (continued)	3) Unit 2 - <i>Previewing the Academic Content: "Marketing: New Ways to Spread the Message"</i>	<u>Lab:</u> • <i>Building Academic Writing Skills</i> = Grammar; Comprehension; Writing Strategy	prevents colds?" (AC2 pp. 18, 19) - Steps 1, 2 • Email 1st draft to instructor by 5pm, Mon. Sept. 19 • Bring 3 paper copies to class
	Thu. Sept. 22	<i>Parts of a Lecture & Note-taking Based on Organization</i> 1) Discuss your ad with partners & the class using the chart and questions (pp. 22, 23) 2) Discussion: Signals & logical connectives in lectures 3) <i>Global Listening</i> exercises 1-4 (pp. 26, 27) 4) <i>Focused Listening</i> exercises 1-3 (pp. 27, 28)	Find an interesting printed ad & bring it to class <u>AC2:</u> • Read <i>Previewing the Academic Content</i> (p. 22) & using your ad, fill in the first column in the chart & complete exercise 2 (pp. 22, 23) • Read <i>Previewing the Academic Skills Focus</i> & complete exercise 1 (p. 24) • Read <i>Global Listening</i> (p. 25) <u>Lab:</u> • <i>Preview</i> = Key Words; Key Words: Practice; Comprehension	• Email a final draft of your paragraph to your instructor before class on Thu. Sept. 22
5	Tue. Sept. 27	<i>Recognizing the Organization & Purpose of Texts</i> 1) Key Words Quiz: Unit 2 2) Discussion: Understanding text organization & purpose 3) <i>Global Reading</i> exercises 1 & 2 (pp. 30-32) 4) <i>Focused Reading</i> exercise 1 (pp. 32, 33)	<u>AC2:</u> • Complete <i>Before You Read</i> exercises 1-3 (p. 29) <u>Lab:</u> • <i>Building Academic Listening Skills</i> = Key Words; Key Words: Practice; Listening Activities 1-5; Checkpoint 1 • <i>Building Academic Reading Skills</i> = Key Words; Key Words: Practice	None
	Thu. Sept. 29	<i>Relationships between Ideas within Written Texts & Lectures</i> 1) Discussion: Logical connectives in written texts & lectures 2) Check & discuss homework from AC2 3) Brainstorming a marketing campaign	<u>AC2:</u> • Read <i>Focused Reading: Understanding Relationships within a Reading Paragraph</i> (p. 33) & complete exercises 2-4 (pp. 33, 34) • Listen to the professor give students advice (audio file at MyAcademicConnectionsLab) & complete chart (p.35) <u>Lab:</u> • <i>Building Academic Reading Skills</i> = Reading Activities 1-5; Checkpoint 2	None
6	Tue. Oct. 4	<i>Marketing Campaigns: Practice Presentations & Peer Feedback</i> 1) Discussion: Presentation style: Non-verbal	<u>Lab:</u> • <i>Building Academic Speaking Skills</i> = Grammar Check; Comprehension; Speaking Strategy	Stealth or Viral Marketing Campaign Proposal

Week	Class Day & Date	Topics & Activities	Homework <i>(Due by class time on day listed – Homework from AC2 due in class)</i>	Major Assignments
6	Tue. Oct. 4 (continued)	behavior & creating audience rapport; using visual aids 2) Discussion: Conducting focus group research 3) Focus groups & practice presentations for marketing campaign proposal	Additional assignment: <ul style="list-style-type: none"> • Watch videos from <i>Success with Presentations</i> –Unit 6: Supplementary Visual Aids; Unit 8: Creating Audience Rapport Unit 10: Special Situations (Group Presentation) 	<ul style="list-style-type: none"> • With a partner choose a product (real or imaginary) & plan a stealth or viral marketing campaign for it • Prepare a spoken presentation about your campaign using the outline in AC2 (p. 37) • Email a copy of your presentation text to your instructor by 5 p.m. Monday Oct. 3 • Bring 3 paper copies of your presentation text to class • If appropriate, develop objects and/or print & video ads for your campaign
	Thu. Oct. 6	Marketing Campaign Proposal Presentations & Audience Feedback	None	<ul style="list-style-type: none"> • Revise your marketing campaign presentation • Email a revised copy of your presentation text to your instructor by class time Thu. Oct. 6
7	Tue. Oct. 11	<i>Catch-up Day: Topic & Activities to Be Determined</i>	To be announced	To be announced
	Thu. Oct. 13	Midterm Test & Unit 3 Preview 1) Midterm test 2) Unit 3 - <i>Previewing the Academic Content:</i> "Astronomy: Collisions from Space"	None	<ul style="list-style-type: none"> • Prepare for midterm test: Review key words & reading, listening, & writing strategies Lab: <ul style="list-style-type: none"> • Complete <i>Academic Words Puzzles</i> for Units 1 & 2 (in each unit's <i>Expansion</i>) = For review

Week	Class Day & Date	Topics & Activities	Homework (Due by class time on day listed - Homework from AC2 due in class)	Major Assignments
8	Tue. Oct. 18	<p><i>Cohesion & Coherence in Written Texts</i></p> <p>1) Discussion: Cohesion & Coherence 2) Check & discuss homework from AC2 3) <i>Before You Read, Global Listening, & Focused Reading exercises</i> (pp. 42-45) 4) <i>Recognizing Reference in Cohesion</i> (p. 45) & exercises 2-4 (pp. 45, 46)</p>	<p><u>AC2:</u></p> <ul style="list-style-type: none"> • Read <i>Previewing the Academic Content</i> (p. 40) & <i>The "Big Five" Extinction Events</i> (p. 41) & complete the exercises 1 & 2 (pp. 41, 42) • Read <i>Previewing the Academic Skills Focus</i> & complete exercises (p. 42) <p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Preview = Key Words; Key Words: Practice; Comprehension</i> • <i>Building Academic Reading Skills = Key Words; Key Words: Practice</i> 	None
	Thu. Oct. 20	<p><i>Recognizing Logical Connectives in Lectures</i></p> <p>1) Key Words Quiz: Unit 3 2) Check & discuss chart from AC2 (p. 48) 3) <i>Global & Focused Listening exercises</i> (p. 49, 50)</p>	<p><u>AC2:</u></p> <ul style="list-style-type: none"> • Read <i>Before You Listen & Global Listening</i> (p. 47) & complete the chart on page 48 <p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Building Academic Reading Skills = Reading Activities 1-5; Checkpoint 1</i> • <i>Building Academic Listening Skills = Key Words; Key Words: Practice</i> 	None
9	Tue. Oct. 25	<p><i>Writing Cohesive Texts</i></p> <p>1) Check & discuss homework from AC2 2) <i>Focused Writing exercise 1</i> (p. 52) 3) In-class writing exercise - Topic: "Do you feel in danger from a collision with an asteroid?" (p. 53) 4) Assignment given: <i>Integrated Writing Task</i></p>	<p><u>AC2:</u></p> <ul style="list-style-type: none"> • <i>Before You Write</i> complete exercises 1 & 2 (pp. 51, 52) <p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Building Academic Listening Skills = Listening Activities 1-5, Checkpoint 2</i> 	None
	Thu. Oct. 27	<p><i>Essays: Peer Review & Unit 4 Preview</i></p> <p>1) Peer review practice 2) Peer review of essays 3) Unit 4 - <i>Previewing the Academic Content: "Acting: Imagination"</i></p>	<p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Building Academic Writing Skills = Comprehension; Writing Strategy</i> 	<p>1st Draft of Essay on Near Earth Object (NEO) Research</p> <ul style="list-style-type: none"> • Follow steps in AC2 (pp. 53, 54) to write essay draft • Email a copy of your essay draft to your instructor by 5 p.m. on Monday Oct. 25 • Bring 3 copies of your essay draft to class

Week	Class Day & Date	Topics & Activities	Homework (Due by class time on day listed – Homework from AC2 due in class)	Major Assignments
10	Tue. Nov. 1	<p><i>Recognizing Digressions & Asides in Lectures</i></p> <ol style="list-style-type: none"> 1) Check & discuss homework from AC2 2) <i>Before You Listen</i> exercise (p. 58) 3) <i>Global Listening</i> exercise (p. 59) 4) <i>Digressions & Asides</i> exercises 2 & 3 (p. 59) 5) <i>Focused Listening: Major & Minor Points</i> exercises 1-5 (pp. 59-61) 	<p><u>AC2:</u></p> <ul style="list-style-type: none"> • <i>Previewing the Academic Content</i> exercises (p. 56) • Read <i>Previewing the Academic Skills Focus: Synopsis of Wag the Dog</i> & <i>Summarizing</i> & complete the exercises (pp. 57, 58) <p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Preview = Key Words; Key Words: Practice; Comprehension</i> 	<ul style="list-style-type: none"> • Email a final draft of your essay to your instructor before class on Thu. Oct. 27
	Thu. Nov. 3	<p><i>Recognizing Summary Statements & Conclusions</i></p> <ol style="list-style-type: none"> 1) Key Words Quiz: Unit 4 2) <i>Before You Read</i> exercise (p. 61) 3) <i>Global & Focused Reading</i> exercises (pp. 61-66) 	<p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Building Academic Listening Skills</i> = Key Words; Key Words: Practice; Listening Activities 1-5; Checkpoint 1 • <i>Building Academic Reading Skills</i> = Key Words; Key Words: Practice 	None
11	Tue. Nov. 8	<p><i>Preparing Spoken Summaries</i></p> <ol style="list-style-type: none"> 1) Complete film synopsis activity with a partner 2) <i>Preparing Spoken Summaries: Practice</i> with short films 	<p><u>AC2:</u></p> <ul style="list-style-type: none"> • <i>Before You Speak</i> film synopsis activity (pp. 66-68) <p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Building Academic Reading Skills</i> = Reading Activities 1-5; Checkpoint 2 	None
	Thu. Nov. 10	<p><i>Preparing Presentations: Fluency & Group Discussion</i></p> <ol style="list-style-type: none"> 1) Discussion & practice: Fluency in presentations 2) Group discussion of presentation ideas 	<p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Building Academic Speaking Skills</i> = Grammar Check; Speaking Strategy <p><u>Additional assignment:</u></p> <ul style="list-style-type: none"> • Watch videos from <i>Success with Presentations</i> – Unit 1: Audience Analysis; Unit 7: An Understandable Delivery 	<p>Preparing a Spoken Summary: Film Acting</p> <ul style="list-style-type: none"> • Prepare for the <i>Integrated Speaking Task</i> by choosing a film & specific film role you know well • Think about how you would prepare to act in the role • If possible watch your film (or part of your film) again to help prepare • Complete the chart to prepare for your presentation (p. 70)

Week	Class Day & Date	Topics & Activities	Homework <i>(Due by class time on day listed - Homework from AC2 due in class)</i>	Major Assignments
12	Tue. Nov. 15	<i>Presentation Practice</i> 1) Class and pair work on pronunciation & fluency 2) Practice presentations & peer review	<i>None</i>	<ul style="list-style-type: none"> • Prepare a script of & note cards for your presentation • Email your script to your instructor by 5pm on Wed. Nov. 9 • Bring 3 copies of your script to class
	Thu. Nov. 17	<i>Student Presentations</i>	<i>None</i>	<ul style="list-style-type: none"> • Revise your presentation script and email it to your instructor by 10 pm on Mon. Nov. 17
13	Tue. Nov. 22	<i>Student Presentations & Cultural Lesson: Thanksgiving</i>	<i>None</i>	<i>None</i>
	Thu. Nov. 24	Thanksgiving – NO CLASS		
14	Tue. Nov. 29	<i>Catch-up Day: Topic & Activities to Be Determined</i>	<i>To be announced</i>	<i>None</i>
	Thu. Dec. 1	<i>Final Exam Review Activities</i>	<i>To be announced</i>	<i>None</i>
15	Tue. Dec. 5	<i>Final Exam Review Activities</i>	<i>To be announced</i>	<i>None</i>
	Thu. Dec. 7	<i>Final Exam</i>	<i>None</i>	<ul style="list-style-type: none"> • Prepare for final exam: Review key words & reading, listening, & writing strategies <p><u>Lab:</u></p> <ul style="list-style-type: none"> • Complete <i>Academic Words Puzzles</i> for Units 3 & 4 (in each unit's <i>Expansion</i>) = For review