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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 #	F231	No. of Credits	3
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COURSE TITLE	English Language Proficiency
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2. COURSE COMPRESSION FORMAT (Indicate all that apply)

COURSE FORMAT: (check one)	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 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 August 2-16, 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	<input type="checkbox"/>	NO	<input type="checkbox"/>	No	<input type="checkbox"/>

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 F231, an English as a second language (ESL) course that has been traditionally offered during spring 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 F231 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>R Scan</i>	Date	<i>Feb 13, 2012</i>
Signature, Chair, Program/Department of: <i>English</i>		

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

Amika 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 F231; Section F01
<i>Course Title</i>	English Language Proficiency
<i>Course Dates</i>	Aug. 2 – Aug. 16
<i>Credits</i>	3
<i>Class Days & Times</i>	Mon. – Thur.; 9:00-11:30 a.m. & 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 F231 – 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:** Recognizing abstract ideas and concrete examples; distinguishing facts and opinions; recognizing multiple purposes in texts; inferring meaning and drawing conclusions
- **Listening:** Recognizing relationships between ideas from two spoken sources; indentifying and evaluating supporting information; recognizing a speaker's attitude and degree of certainty; inferring a speaker's purpose
- **Writing:** Paragraph and short essay writing
- **Speaking:** Oral presentation and discussion
- 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.

Semester 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 – Aug. 2	Course introduction/Unit 5	None
Week 2 – Aug. 6-9	Unit 5 & Unit 6	Paragraph; speech; midcourse exam
Week 3 – Aug. 13-16	Unit 7 & Unit 8	Short essay; persuasive talk; 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 a paragraph about emotions and a short essay about a reading.

Speaking assignments: Students will complete a discussion activity on prosperity and happiness and a persuasive talk on humans and the water cycle.

Midcourse and Final exam: Students will complete a midcourse examination after work on textbook units 5 and 6. After the 8th 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 emotions	5
Short essay	10

Instructor:

Speaking	
Discussion	5
Persuasive talk	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 F231 - 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
3	Thu. Aug. 2	a.m.	<p><i>Unit 5 Preview, Synthesizing Information, & Concrete Examples vs. Abstract Ideas</i></p> <p>1) Unit 5 - <i>Previewing the Academic Content: "Psychology: Emotions"</i></p> <p>2) Discussion: Synthesizing information</p> <p>3) Check & discuss homework from AC2</p> <p>4) <i>Global Reading: "What Do Our Emotions Do for Us?"</i> & exercises 1, 2 (pp. 78-80)</p> <p>5) Discussion: Concrete examples & abstract ideas</p> <p>6) Focused reading exercises 1-3 (pp. 80, 81)</p>	<p><u>AC2:</u></p> <ul style="list-style-type: none"> • Read <i>Previewing the Academic Content</i> (p. 74) & complete exercises 2 & 3 (pp. 74, 75) • Read <i>Previewing the Academic Skills Focus</i> & complete exercises 1-3 (pp. 75, 76) • Complete <i>Before You Read</i> exercises 1-3 (p. 77) <p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Preview</i> = Key Words; Key Words: Practice; Comprehension • <i>Building Academic Reading Skills</i> = Key Words; Key Words: Practice; Reading Activities 1 & 2 	None
		p.m.	<p><i>Recognizing Relationships Between Ideas From Two Spoken Sources & Writing Summary Statements in Paragraphs</i></p> <p>1) <i>Before You Listen</i> - complete chart (p. 82)</p> <p>2) <i>Global Listening</i> exercise (p. 83)</p> <p>3) <i>Recognizing Relationships Between Ideas From Two Spoken Sources</i> (p. 84) & <i>Focused Listening</i> exercises 1 & 2 (pp. 84-86)</p> <p>4) Discussion: Synthesizing spoken information from two sources</p> <p>5) <i>Before You Write</i> exercises 1 & 2 (p. 87, 88)</p> <p>6) <i>Focused Writing</i> exercise (pp. 88, 89)</p> <p>7) Assignment: Short academic essay</p>	None	None
4	Mon. Aug. 6	a.m.	<p><i>Paragraphs: Peer Review; Unit 6 Preview; Distinguishing Facts from Opinions & Building Strong Arguments</i></p> <p>1) Key Words Quiz: Unit 5</p> <p>2) Editing symbols: Review & practice</p> <p>3) Peer review of paragraph 1st draft</p> <p>4) Unit 6 - <i>Previewing the Academic Content: "Sociology: The Effects of Prosperity" - The "golden age" present?</i></p> <p>5) <i>Previewing the Academic Skills Focus</i> & complete exercises 1 & 2 (pp. 93, 94)</p> <p>6) Discussion: Facts & opinions, strong arguments</p>	<p><u>Lab:</u></p> <ul style="list-style-type: none"> • <i>Building Academic Reading Skills</i> = Reading Activities 3-5; Checkpoint 1 • <i>Building Academic Listening Skills</i> = Key Words; Key Words: Practice; Listening Activities 1-5; Checkpoint 2 • <i>Building Academic Writing Skills</i> = Grammar; Comprehension; Writing Strategy 	<p style="text-align: center;">1st Draft of Emotional Responses Essay</p> <p>"Where do our emotional responses come from?"</p> <ul style="list-style-type: none"> • Follow steps 1-4 (pp. 89, 90) • Bring 4 paper copies to class

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
4	Mon. Aug. 6 (continued)	p.m.	<i>Distinguishing Facts from Opinions, Building Strong Arguments, Recognizing a Speaker's Degree of Certainty & Reading Development</i> 1) <i>Before You Listen</i> exercises 1 & 2 (pp. 94, 95) 2) <i>Global Listening</i> exercises 1 & 2 (pp. 95, 96) 3) <i>Focused Listening</i> exercises 1-3 (pp. 96-98) 4) Speaker's Degree of Certainty exercise 4 & 5 (pp. 98, 99) 5) <i>Before You Read</i> exercises 1-3 (p. 99, 100) 6) <i>Global Reading</i> exercise (pp. 100, 101) 7) <i>Focused Reading</i> exercises 1 & 2 (pp. 102-104)	None	None
	Tue. Aug. 7	a.m.	<i>Distinguishing between Facts and Opinions, Discussing Opinions and Supporting Ideas, & Building Audience Rapport</i> 1) Key Words Quiz: Unit 6 2) <i>Before You Speak</i> discussion, reading, & exercises 1-3 (pp. 105-107) 3) Assignment: Speech on prosperity & happiness 4) <i>Focused Speaking – Supporting Opinions</i> (p. 107) & complete exercises 1-3 (pp. 108) 5) Discuss/Review rapport building techniques	<u>Lab:</u> <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 	<ul style="list-style-type: none"> • Email a final draft of your emotional responses essay to your instructor before class on Tue. Aug. 9
		p.m.	<i>Preparing a Speech</i> 1) Prepare a speech on the question of whether or not prosperity leads to happiness. 2) Follow the steps on pp. 108 & 109 to prepare 3) Brainstorm ideas and arguments with classmates	None	None
	Wed. Aug. 8	a.m.	<i>Building Audience Rapport & Practice Presentations</i> 1) Discuss/Review rapport building techniques 2) Practice speeches & peer/instructor feedback 3) Revise speeches based on feedback	<u>Lab:</u> <ul style="list-style-type: none"> • <i>Building Academic Speaking Skills</i> = Grammar Check; Comprehension; Speaking Strategy 	<ul style="list-style-type: none"> • Bring 4 paper copies of your prosperity and happiness speech to class
		p.m.	<i>Student Prosperity and Happiness Speeches & Audience Feedback</i>	None	None
	Thu. Aug. 9	a.m.	<i>Midcourse Test, Unit 7 Preview, & Understanding an Author or Speaker's Purpose</i> 1) Midcourse test 2) Unit 7 - <i>Previewing the Academic Content: "Literature: Chinua Achebe"</i>	None	<ul style="list-style-type: none"> • Prepare for midcourse test: Review key words & reading, listening, & writing strategies

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
4	Thu. Aug. 9 (continued)	a.m.	3) <i>Previewing the Academic Skills Focus</i> & complete exercises 2 & 3 (p. 113, 114) 4) <i>Before You Listen</i> & complete exercises 1 & 2 (p. 114) 5) <i>Global Listening</i> exercises 1 & 2 (p. 115) 6) <i>Focused Listening</i> exercises 1-4 (pp. 115, 116)		<ul style="list-style-type: none"> • Lab: Complete <i>Academic Words Puzzles</i> for Units 5 & 6 (in each unit's <i>Expansion</i>) = For review
		p.m.	<i>Essay Structure: Introductions & Conclusions & Considering Your Audience</i> 1) <i>Before You Write</i> – Student essay & <i>Writing Introductions and Conclusions in Essays</i> & complete exercises 2 & 3 (pp. 121, 122) 2) Listen to audio summary for <i>Focused Writing</i> , Read <i>Considering Your Audience</i> , & complete exercises 1-3 (pp. 122, 123) 3) Assignment: Short essay on Chinua Achebe's life and writing 4) Brainstorming ideas - <i>Integrated Writing Task</i> – complete steps 1-4 (pp. 124, 125)	None	None
5	Mon. Aug. 13	a.m.	<i>Peer Review of Outlines</i> 1) Key Words Quiz: Unit 7 2) Peer review practice 3) Peer review of outlines 4) In-class revision	Lab: <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>Building Academic Writing Skills</i> = Comprehension; Writing Strategy 	Outlining a Short Essay on Chinua Achebe <ul style="list-style-type: none"> • Integrated Writing Task - complete steps 1-4 (pp. 124, 125) and create an outline for a four-paragraph essay • Email your outline to your instructor by 10 pm on Sun. Aug. 14 • Bring 4 copies of your outline to class
		p.m.	<i>Unit 8 Introduction & Using Inference to Gather Meaning</i> 1) Preview of Unit 8 – “Earth Science: The Water Cycle”	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
5	Mon. Aug. 13 (continued)	p.m.	2) <i>Previewing the Academic Content</i> & complete exercises 1-2 (pp. 128, 129) 3) <i>Previewing the Academic Skills Focus</i> & complete exercises 1 & 2 (pp. 129, 130) 4) <i>Before You Read</i> discussion (p. 131) 5) <i>Global Reading</i> exercise 2 (pp. 131-133) 6) <i>Focused Reading</i> exercises 1 & 2 (pp. 133, 134)		
	Tue. Aug. 14	a.m.	<i>Inferring a Speaker's Purpose & Using Intonation to Convey Meaning</i> 1) Key Words Quiz: Unit 8 2) <i>Drawing Conclusions</i> & complete exercise 3 (p. 135) 3) <i>Before You Listen</i> & complete diagram (p. 136) 4) <i>Global Listening</i> exercises 1 & 2 (p. 136) 5) <i>Focused Listening</i> exercise 1-7 (pp. 137-140) 6) <i>Before You Speak</i> exercises 1-5 (pp. 140, 141) 7) <i>Focused Speaking</i> exercises 1-5 (pp. 142, 143) 8) Assignment: Persuasive speech on human's influence on the water cycle	<u>Lab:</u> <ul style="list-style-type: none"> • <i>Preview</i> = Key Words; Key Words: Practice; Comprehension • <i>Building Academic Reading Skills</i> = Key Words; Key Words: Practice; Reading Activities 1-5; Checkpoint 1 • <i>Building Academic Listening Skills</i> = Key Words; Key Words: Practice; Listening Activities 1-5; Checkpoint 2 	<ul style="list-style-type: none"> • Revise your Chinua Achebe essay • Email a final draft of your essay to your instructor before class
		p.m.	<i>Preparing Presentations: Fluency & Group Discussion</i> 1) Discussion & practice: Fluency in presentations = Watch videos from <i>Success with Presentations</i> – Unit 1: Audience Analysis; Unit 7: An Understandable Delivery 2) Complete the chart on page 143 based on reading and listening this unit & your own knowledge 3) Choose at least two problems & outline a persuasive speech you will give 2) Group discussion of speech outlines 3) In-class speech preparation	None	None
	Wed. Aug. 15	a.m.	<i>Presentation Practice</i> 1) Class and pair work on pronunciation & fluency 2) Practice presentations & peer review 3) Speech revision based on feedback	<u>Lab:</u> <ul style="list-style-type: none"> • <i>Building Academic Speaking Skills</i> = Comprehension; Speaking Strategy 	<ul style="list-style-type: none"> • Prepare a script of your persuasive speech & note cards for your presentation

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
5	Wed. Aug. 15 (continued)	a.m.			• Bring 4 copies of your persuasive speech script to class
		p.m.	<i>Student Persuasive Speech Presentations</i>	<i>None</i>	
	Thu. Aug. 16	a.m.	<i>Final Exam Review Activities</i>	<i>None</i>	• Prepare for final exam: Review key words & reading, listening, & writing strategies • Lab: Complete <i>Academic Words Puzzles</i> for Units 3 & 4 (in each unit's <i>Expansion</i>) = For review
		p.m.	<i>Final Exam</i>	<i>None</i>	

Spring 2012: ENGL 231 – 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. Jan. 19	<i>Course introduction & ice breakers</i>	<i>None</i>	<i>None</i>
2	Tue. Jan. 24	<i>Pre-course diagnostic, Unit 5 Preview, & Synthesizing Information</i> 1) Pre-course diagnostic test 2) Unit 5 - <i>Previewing the Academic Content: "Psychology: Emotions"</i> 3) Discussion: Synthesizing information 4) Check & discuss homework from AC2	Bring student information sheet to class <u>AC2:</u> • Read <i>Previewing the Academic Content</i> (p. 74) & complete exercises 2 & 3 (pp. 74, 75) • Read <i>Previewing the Academic Skills Focus</i> & complete exercises 1-3 (pp. 75, 76) <u>Lab:</u> • <i>Preview = Key Words; Key Words: Practice; Comprehension</i>	<i>None</i>
	Thu. Jan. 26	<i>Differentiating between Abstract Ideas & Concrete Ideas</i> 1) Review: Skimming & scanning strategies 2) Check & discuss homework from AC2 3) <i>Global Reading: "What Do Our Emotions Do for Us?"</i> & exercises 1, 2 (pp. 78-80) 4) Discussion: Concrete examples & abstract ideas 5) Focused reading exercises 1-3 (pp. 80, 81)	<u>AC2:</u> • Review skimming & scanning reading strategies (pp. 6 & 9) • Complete <i>Before You Read</i> exercises 1-3 (p. 77) <u>Lab:</u> • <i>Building Academic Reading Skills = Key Words; Key Words: Practice; Reading Activities 1 & 2</i>	<i>None</i>
3	Tue. Jan. 31	<i>Recognizing Relationships Between Ideas From Two Spoken Sources</i> 1) Complete & discuss chart from AC2 2) <i>Global Listening</i> exercise (p. 83) 3) Discussion: Synthesizing spoken information from two sources 4) <i>Focused Listening</i> exercises 1 & 2 (pp. 84-86)	<u>AC2:</u> • <i>Before You Listen</i> - complete first column in chart (p. 82) • Read <i>Recognizing Relationships Between Ideas From Two Spoken Sources</i> (p. 84) <u>Lab:</u> • <i>Building Academic Reading Skills = Reading Activities 3-5; Checkpoint1</i>	<i>None</i>
	Thu. Feb. 2	<i>Writing Summary Statements in Paragraphs</i> 1) Key Words Quiz: Unit 5 2) Check & discuss homework from AC2 4) <i>Focused Writing</i> exercise (pp. 88, 89) 5) Assignment: Short academic essay	<u>AC2:</u> • Complete <i>Before You Write</i> exercises 1 & 2 (p. 87, 88) <u>Lab:</u> • <i>Building Academic Listening Skills = Key Words; Key Words: Practice; Listening Activities 1-5; Checkpoint 2</i>	<i>None</i>
4	Tue. Feb. 7	<i>Paragraphs: Peer Review & Unit 6 Preview</i> 1) Editing symbols: Review & practice	<u>Lab:</u> • <i>Building Academic Writing Skills = Grammar; Comprehension; Writing Strategy</i>	1st Draft of Essay • "Where do our emotional responses come from?"

Week	Class Day & Date	Topics & Activities	Homework (Due by class time on day listed – Homework from AC2 due in class)	Major Assignments
4	Tue. Feb. 7 (continued)	2) Peer review of paragraph 1 st draft 3) Unit 6 – <i>Previewing the Academic Content</i> : “Sociology: The Effects of Prosperity”		<ul style="list-style-type: none"> Follow steps 1-4 (pp. 89, 90) to write Email your 1st draft to your instructor by 5pm, Mon. Feb. 6 Bring 3 paper copies to class
	Thu. Feb. 9	<i>Distinguishing Facts from Opinions & Building Strong Arguments</i> 1) Discussion: The “golden age”: Past or present? 2) Discussion: Facts & opinions – creating strong arguments 2) Check & discuss homework from AC2 3) <i>Global Listening</i> exercises 1 & 2 (pp. 95, 96) 4) <i>Focused Listening</i> exercises 1-3 (pp. 96-98)	<u>AC2:</u> <ul style="list-style-type: none"> Read <i>Previewing the Academic Content</i> (p. 92) & complete exercises 2 & 3 (pp. 93) Read <i>Previewing the Academic Skills Focus</i> & complete exercises 1 & 2 (pp. 93, 94) Read <i>Before You Listen</i> & complete exercises 1 & 2 (pp. 94, 95) <u>Lab:</u> <ul style="list-style-type: none"> <i>Preview</i> = Key Words; Key Words: Practice; Comprehension 	<ul style="list-style-type: none"> Email a final draft of your essay to your instructor before class on Thu. Feb. 9
5	Tue. Feb. 14	<i>Recognizing a Speaker's Degree of Certainty & Reading Development</i> 1) Key Words Quiz: Unit 6 2) Check & discuss homework from AC2 – Recognizing a Speaker's Degree of Certainty 3) <i>Global Reading</i> exercise (pp. 100, 101) 4) <i>Focused Reading</i> exercises 1 & 2 (pp. 102, 103)	<u>AC2:</u> <ul style="list-style-type: none"> Complete exercises 4 & 5 (pp. 98, 99) Complete <i>Before You Read</i> exercises 1-3 (p. 99, 100) <u>Lab:</u> <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
	Thu. Feb. 16	<i>Distinguishing between Facts and Opinions & Discussing Opinions and Supporting Ideas</i> 1) Discussion: Facts and opinions 2) Check & discuss homework chart from AC2 3) <i>Before You Speak</i> discussion, reading, & exercises 1-3 (pp. 105-107) 4) Assignment: Speech on prosperity and happiness	<u>AC2:</u> <ul style="list-style-type: none"> Read <i>Focused Reading: Distinguishing between Facts & Opinion</i> (p. 103) & complete chart (pp. 103, 104) <u>Lab:</u> <ul style="list-style-type: none"> <i>Building Academic Reading Skills</i> = Reading Activities 1-5; Checkpoint 2 	None
6	Tue. Feb. 21	<i>Building Audience Rapport & Practice Presentations</i> 1) Discuss/Review rapport building techniques 2) Practice speeches & peer feedback	<u>AC2:</u> <ul style="list-style-type: none"> Read <i>Focused Speaking – Supporting Opinions</i> (p. 107) & complete exercises 1-3 (pp. 108) 	Preparing a Speech <ul style="list-style-type: none"> Prepare a speech on the question of whether or not prosperity leads to happiness.

Week	Class Day & Date	Topics & Activities	Homework (Due by class time on day listed – Homework from AC2 due in class)	Major Assignments
6	Tue. Feb. 21 (continued)		<u>Lab:</u> <ul style="list-style-type: none"> • <i>Building Academic Speaking Skills</i> = Grammar Check; Comprehension; Speaking Strategy <u>Additional assignment:</u> <ul style="list-style-type: none"> • Watch videos from <i>Success with Presentations</i> –Unit 6: Supplementary Visual Aids; Unit 8: Creating Audience Rapport 	<ul style="list-style-type: none"> • Follow the steps on pp. 108 & 109 to prepare • Email a copy of your speech to your instructor by 5 p.m. Monday Feb. 20 • Bring 3 paper copies of your speech to class
	Thu. Feb. 23	<i>Student Speeches & Audience Feedback</i>	None	<ul style="list-style-type: none"> • Revise your speech • Email a revised copy of your speech to your instructor by class time Thu. Feb. 23
7	Tue. Feb. 28	<i>Catch-up Day: Topic & Activities to Be Determined</i>	To be announced	To be announced
	Thu. Mar. 1	<i>Midterm Test & Unit 7 Preview</i> 1) Midterm test 2) Unit 7 - Previewing the Academic Content: “Literature: Chinua Achebe”	None	<ul style="list-style-type: none"> • Prepare for midterm test: Review key words & reading, listening, & writing strategies <u>Lab:</u> <ul style="list-style-type: none"> • Complete <i>Academic Words Puzzles</i> for Units 5 & 6 (in each unit’s <i>Expansion</i>) = For review
8	Tue. Mar. 6	<i>Understanding an Author or Speaker’s Purpose</i> 1) Check & discuss homework from AC2 2) <i>Global Listening</i> exercises 1 & 2 (p. 115) 3) <i>Focused Listening</i> exercises 1-4 (pp. 115, 116)	<u>AC2:</u> <ul style="list-style-type: none"> • Read <i>Previewing the Academic Skills Focus</i> & complete exercises 2 & 3 (p. 113, 114) • Read <i>Before You Listen</i> & complete exercises 1 & 2 (p. 114) <u>Lab:</u> <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 	None
	Thu. Mar. 8	<i>Reading: “Marriage Is a Private Affair”</i> 1) Key Words Quiz: Unit 7 2) <i>Before You Read</i> discussion (p. 117)	<u>Lab:</u> <ul style="list-style-type: none"> • <i>Building Academic Listening Skills</i> = Listening Activities 1-5, Checkpoint 1 	None

Week	Class Day & Date	Topics & Activities	Homework (Due by class time on day listed – Homework from AC2 due in class)	Major Assignments
8	Thu. Mar. 8 (continued)	3) <i>Global Reading</i> exercises 1 & 2 (pp. 117-119) 4) <i>Focused Reading</i> exercises 1-3 (pp. 119-121)	<u>Lab:</u> • <i>Building Academic Reading Skills</i> = Key Words; Key Words: Practice	
9	Tue. Mar. 13 Thu. Mar. 15	Spring Break – NO CLASSES		
10	Tue. Mar. 20	<i>Essay Structure: Introductions & Conclusions & Considering Your Audience</i> 1) Discussion: Essay structure & considering your audience 2) Check & discuss homework from AC2 3) Assignment: Short essay on Chinua Achebe's life and writing	<u>AC2:</u> • Read <i>Before You Write</i> – Student essay & <i>Writing Introductions and Conclusions in Essays</i> & complete exercises 2 & 3 (pp. 121, 122) • Listen to audio summary for <i>Focused Writing</i> , Read <i>Considering Your Audience</i> , & complete exercises 1-3 (pp. 122, 123)	None
	Thu. Mar. 22	<i>Peer Review of Outlines</i> 1) Peer review practice 2) Peer review of outlines 3) In-class writing (time permitting)	<u>Lab:</u> • <i>Building Academic Writing Skills</i> = Comprehension; Writing Strategy	Outlining a Short Essay • Integrated Writing Task - complete steps 1-4 (pp. 124, 125) and create an outline for a four-paragraph essay • Email your outline to your instructor by 10 pm on Wed. Mar. 21 • Bring 3 copies of your outline to class
11	Tue. Mar. 27	<i>Peer Review of 1st Drafts</i> 1) Peer review practice 2) Peer review of 1 st drafts	None	1st Draft of Short Essay • Revise your outline based on peer and instructor comments • Write a complete 1 st draft of the essay • Email your draft to the instructor by 8 p.m. on Mon. Mar. 26 • Bring 3 copies of your draft to class
	Thu. Mar. 29	<i>Unit 8 Introduction & Using Inference to Gather Meaning</i> 1) Preview of Unit 8 – “Earth Science: The Water Cycle”	<u>AC2:</u> • Read <i>Previewing the Academic Content</i> & complete exercises 1-2 (pp. 128, 129)	• Revise your essay • Email a final draft of your essay to your instructor before class

Week	Class Day & Date	Topics & Activities	Homework (Due by class time on day listed – Homework from AC2 due in class)	Major Assignments
11	Thu. Mar. 29 (continued)	2) Check & discuss homework from AC2 3) <i>Before You Read</i> discussion (p. 131) 4) <i>Global Reading</i> exercise 2 (pp. 131-133) 5) <i>Focused Reading</i> exercises 1 & 2 (pp. 133, 134)	<u>AC2:</u> <ul style="list-style-type: none"> Read <i>Previewing the Academic Skills Focus</i> & complete exercises 1 & 2 (pp. 129, 130) <u>Lab:</u> <ul style="list-style-type: none"> <i>Preview</i> = Key Words; Key Words: Practice; Comprehension <i>Building Academic Reading Skills</i> = Key Words; Key Words: Practice; Reading Activities 1 & 2 	
12	Tue. Apr. 3	<i>Inferring a Speaker's Purpose</i> 1) Key Words Quiz: Unit 8 2) Check & discuss homework from AC2 3) <i>Global Listening</i> exercises 1 & 2 (p. 136) 4) <i>Focused Listening</i> exercise 1-7 (pp. 137-140)	<u>AC2:</u> <ul style="list-style-type: none"> Read <i>Drawing Conclusions</i> & complete exercise 3 (p. 135) Read <i>Before You Listen</i> & complete diagram (p. 136) <u>Lab:</u> <ul style="list-style-type: none"> <i>Building Academic Reading Skills</i> = Reading Activities 3-5; Checkpoint 1 <i>Building Academic Listening Skills</i> = Key Words; Key Words: Practice 	None
	Thu. Apr. 5	<i>Using Intonation to Convey Meaning</i> 1) <i>Before You Speak</i> exercises 1-5 (pp. 140, 141) 2) <i>Focused Speaking</i> exercises 1-5 (pp. 142, 143) 3) Assignment: Persuasive speech on human's influence on the water cycle	<u>Lab:</u> <ul style="list-style-type: none"> <i>Building Academic Listening Skills</i> = Listening Activities 1-5; Checkpoint 2 	None
13	Tue. Apr. 10	<i>Preparing Presentations: Fluency & Group Discussion</i> 1) Discussion & practice: Fluency in presentations 2) Group discussion of speech outlines 3) In-class speech preparation (if time permits)	<u>Lab:</u> <ul style="list-style-type: none"> <i>Building Academic Speaking Skills</i> = Comprehension; Speaking Strategy <u>Additional assignment:</u> <ul style="list-style-type: none"> Watch videos from <i>Success with Presentations</i> – Unit 1: Audience Analysis; Unit 7: An Understandable Delivery 	<i>Preparing a Persuasive Speech</i> <ul style="list-style-type: none"> On your own, complete the chart on page 143 based on your reading and listening this unit & your own knowledge Choose at least two problems & outline a persuasive speech you will give Email a copy of your outline to your instructor by 10 p.m. on Mon. Apr. 9

Week	Class Day & Date	Topics & Activities	Homework <i>(Due by class time on day listed – Homework from AC2 due in class)</i>	Major Assignments
	Thu. Apr. 12	<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 your speech & note cards for your presentation • Email your script to your instructor by class on Thu. Apr. 12 • Bring 3 copies of your script to class
14	Tue. Apr. 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. Apr. 16
	Thu. Apr. 19	<i>Student Presentations</i>	<i>None</i>	<i>None</i>
15	Tue. Apr. 24	<i>Catch-up Day: Topic & Activities to Be Determined</i>	<i>To be announced</i>	<i>None</i>
	Thu. Apr. 26	<i>Final Exam Review Activities</i>	<i>To be announced</i>	<i>None</i>
16	Tue. May 1	<i>Final Exam Review Activities</i>	<i>To be announced</i>	<i>None</i>
	Thu. May 3	<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