## Course Description:
This course is designed to develop basic English conversational skills in American cultural, employment, academic, and day-to-day situations for the beginning ESL student. Pronunciation, vocabulary, and simple sentence patterns will be emphasized. Lab assignments will be individualized.

## Text, References, and Supplies:

Loose-leaf notebook or binder, dividers (15+), notebook paper, pens, pencils, highlighters, index cards, computer disk or flash drive.


## Course Goals/Objectives:
After successfully completing this course, the student will be able to:
- Focus on communication skills including listening, speaking, and pronunciation.
- Ask and answer questions, reword statements, and ask for clarification.
- Understand the cultural aspects of language and their influences on American society.

## Student Responsibilities and Class Policies:
**Attendance & Participation:** Regular and prompt attendance to this class, as well as participation in class activities and discussions are essential. Three consecutive classroom hours of unexcused absences or a total of six classroom hours of unexcused absences may result in failure in this course. It is the student’s responsibility to notify the classroom instructor if an unavoidable absence occurs. Make prior arrangements with your instructor if you will be unable to turn your work in on time. The course is dependent upon student participation. **Late work will be penalized.**

*****Fluency and knowledge of the English language cannot be developed unless spoken regularly and accurately. English language is the expected spoken language in the class.

**Lab:** The student will also be responsible for completion of supplemental lab hours (two hours per week) in the Academic ESL Lab, MHAB 114A.

**Disabilities:** Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible. These conditions may include documented physical or educational disabilities. Please be aware that services or accommodations are not automatic. Each student must request them and secure the proper authorizations.
Dropping the Course: Check the MC Academic Calendar for the last day to withdraw from the course and receive a "W." Please talk to me before you withdraw. (Note: Instructors cannot drop students with a "W". This must be initiated by the student).

Academic Dishonesty: Academic dishonesty includes cheating, fabrication, plagiarism, and facilitating academic dishonesty. Disciplinary options include, but are not limited to, suspension and dismissal. (See the Midland College Student Handbook for a complete explanation of college policy).

Evaluation of Students: Course grades will be calculated as follows:

- Informal and formal speaking presentations: 35%
- Textbook and supplemental activities: 25%
- Lab evaluation: 25%
- Progress evaluations (quizzes): 10%
- Attendance/participation: 5%

The grading scale is based upon the following percentages:

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

Class schedule:

- Weeks 1 – 2: Formal and Informal Assessment of Listening and Speaking Level/Needs (Compass ESL). Informal speech about how the student was named, meaning, etc. Introduction to Lab Assignment.

- Weeks 3 – 4: Informal interview with partner; introduction of partner to class; verify listening accuracy. Text: English Pronunciation Made Simple, "Preface," "To the Student," and Lesson 1. Look for the purpose of the book, how it is organized, how a student can reinforce what is learned, how to "Check Yourself," and basics of how sounds are formed.

- Weeks 3 – 5: Conduct a survey by asking 2 yes/no questions to 10 people. Tally results, report results to class, and discuss how it felt to conduct a survey. Reflect on what was learned and what changes to make for future survey activities. Text: Lesson 2 with supplemental activities. Complete “green” card for [i] sounds and “pink” card for [I] sounds. Complete “Check Yourself” activities and quiz with contrastive sounds.


Weeks 11 – 16: Classroom assessment for individualized work or small group on remaining vowel sounds, consonant sounds, and study of stress, rhythm, and intonation. Focused practice on advanced listening activities, especially for advanced students. May include telephone interview assignment.

Informative Speech (about native country or other selected topic)

Post-assessment of listening and speaking; discuss recommendations for future courses, student’s future plans, etc.