

Syllabus

ENSL 095 – High Intermediate Course Syllabus

Instructor: Violetta Petrosyan

Office: GSU 309, 357-4881

Hours: MWF 9:00 – 9:50; TTH 9:25 – 10:40

Email: violettapetrosyan@ucwv.edu

Textbooks

- Mosaic Level 1, Reading, 6th Edition
ISBN: 9780077595111
- Mosaic Level 1 Listening and Speaking, 6th Edition
ISBN: 9780077595203

Course Description

This course is designed to give students the opportunity to develop their academic reading, writing, listening, and speaking skills in preparation for life on a college campus. Magazine and website articles, textbook passages, and essays along with lectures, academic discussions, and real-life conversation scenarios explore authentic, meaningful, and modern content. Lessons relate to the U.S. higher education system, learning styles, culture shock, student life, career trends, and more. Students explore relevant issues ranging from gender norms to social networking to academic honesty. Activities and assignments build skills such as identifying main ideas, skimming, paraphrasing, note-taking, public speaking, pronunciation, contemporary speech, and reduced forms.

Program Outcomes

The English as a Second Language (ESL) program seeks to engage and support international students by strengthening English proficiency to promote integration into the regular curriculum.

Course Outcomes

After successfully completing this course, the student will be able to:

- Synthesize, analyze, and apply information from different sources in a variety of contexts
- Demonstrate understanding of the structure of the U.S. higher education system and underlying cultural values that have shaped it
- Recognize terms for writing papers and academic honesty
- Identify and categorize words based on parts-of-speech, similar meaning, prefixes, suffixes, and root words
- Use writing to compare and contrast, express an opinion, and analyze an issue
- Organize information in a graphic organizer

- Deliver an oral presentation to the class
- Follow directions and ask for clarification
- Take effective notes and outline a lecture
- Identify appropriate speech for formal and informal situations

Course Assignments

To complete the **Listening/Speaking** component of this course, the student must complete:

- Chapter tests
 - 10 total, 30 points each (300 total points)
- Classroom activities
 - 10 total, 30 points each (300 total points)
- Homework assignments
 - 10 total, 20 points each (200 total points)
- Projects
 - 2 total, 50 points each (100 total points)
- Presentations
 - 2 total, 50 points each (100 total points)

To complete the **Reading/Writing** component of this course, the student must:

- Chapter tests
 - 10 total, 40 points each (400 total points)
- Classroom activities
 - 10 total, 20 points each (200 total points)
- Homework assignments
 - 10 total, 20 points each (200 total points)
- Timed in-class writing assignments
 - 10 total, 20 points each (200 total points)

Grading

Letter grades will be computed as follows:

90-100 = A / 80-89 = B / 70-79 = C / 60-69 = D / ≤59 = F

Homework assignments will be worth 10-20 points, quizzes will be worth 30 points, writing assignments will be worth 50 points, and chapter tests will be worth 100 points.

Course Policies

The environment in which you learn is a shared environment. For purposes of respect to everyone involved, please refrain from eating or drinking in the classroom. Also, the use of cell phones, laptops, and other electronic devices for non-academic use is strictly prohibited. Any violation of these policies will result in a dismissal from the classroom.

Academic Integrity Policy

The University of Charleston community holds firmly to the belief that all members of the community are responsible for promoting and protecting academic integrity. Cheating, plagiarism, fabrication, or facilitating academic dishonesty will not be tolerated. For more information, please see page 79 of the Academic Catalog:

http://www.ucwv.edu/uploadedFiles/University_of_Charleston/Academics/UC_Academic_Catalog_2014-2015.pdf

ABSOLUTELY NO late writing assignments, homework, quizzes, tests or homework will be accepted without prior arrangements with the instructor. Writing assignments, exercises, quizzes, and tests may be administered via hard copy or online on a case-by-case basis. In lieu of attendance points, graded quizzes will be administered on a random basis. These quizzes will not be announced, nor will the student be permitted to make up quizzes under any circumstances.

Policy for Students with Disabilities

It is the policy of the University of Charleston to provide reasonable accommodations for qualified individuals with documented disabilities.

This college will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as regards to affording equal educational opportunity. It is the student's responsibility to contact the disability coordinator and provide current documentation from appropriate credentialed persons. The disability coordinator will assist students and faculty in arranging appropriate accommodations.

This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Disability Coordinator Contact Information: Allison Grassie; 302 Schoenbaum Library, Clay Tower Bldg. (allisongrassie@ucwv.edu); (304)347-6993

English as a Second Language Policy

Students whose native language is not English, regardless of having met or exceeded the minimum TOEFL requirement for admission, must complete the *CaMLA English Placement Test (EPT)* and writing sample to determine if they will enroll in the ESL bridge program. Please see scores and corresponding course placement below:

- >60 High Intermediate Level ENSL courses required -- ENSL 095/ENSL 097
- 60-69 Advanced Level ENSL courses required – ENSL 096/ENSL 098
- 70+ ENSL requirement waived

Completion of the ENSL program includes the following:

- ENSL 095 – High Intermediate English with a grade of “C” or higher unless a student tested out of this course with a *CaMLA EPT* score of 60 or above
- ENSL 097 – High Intermediate English Conversation with a grade of “C” or higher unless a student tested out of this course with a *CaMLA EPT* score of 60 or above
- ENSL 096 – Advanced English with a grade of “C” or higher unless a student tested out of this course with a *CaMLA EPT* score of 70 or above
- ENSL 098 – Advanced Academic Reading and Writing with a grade of “C” or higher unless a student tested out of this course with a *CaMLA EPT* score of 70 or above

ENSL 095 and ENSL 097 are to be taken concurrently, as are ENSL 096 and ENSL 098. ENSL students may repeat each course once before being referred to an outside intensive English program. Students who score higher than 70 on the placement test but desire ESL instruction may opt to enroll in ENSL096 and ENSL 098.

Course Schedule

Reading/Writing (Tuesday, Thursday)

	Reading Selections	Reading Skills and Strategies	Critical Thinking Skills	Vocabulary Building	Language Skills	Schedule
Chapter 1 New Challenges	<i>Overpopulation Fuels Megacities, for Better or Worse</i>	Previewing the topic and vocabulary Identifying the main idea Understanding reading structure Skimming for the topic and main idea	Interpreting cultural differences concerning meeting and greeting. Analyzing the title of a reading.	Getting meaning from context: punctuation, other sentences, logic Focusing on the Academic Word List Recognizing word meanings Identifying words and phrases that work together	Understanding compound words. Analyzing words with prefixes and suffixes. Writing a paragraph using details	
Chapter 2 Teamwork and Competition	<i>Autobiography by David Beckham and Tom Watt</i> <i>Outward Bound</i>	Previewing the topic and vocabulary Identifying the main idea Identifying supporting details Scanning for numbers	Organizing details using a graphic organizer Making inferences Taking notes and presenting results Understanding contrast	Figuring out idiomatic expressions and specialized terms Learning sports-related activity. Focusing on the Academic Word List Understanding metaphors	Using strategies to correctly answer multiple choice questions Writing a paragraph using compound adjectives	
Chapter 3 Gender and Relationships	<i>Being Beautiful or Handsome Is Easier Than You Think</i>	Previewing the topic and vocabulary Recalling information Skimming for the topic and the main ideas Paying attention to words with specific meaning	Choosing one point of view over another. Making inferences about a relationship from dialogue Summarizing a group opinion.	Matching phrases to their meanings. Identifying words from the same family. Focusing on the Academic Word List Reviewing vocabulary through pantomime.	Answering vocabulary questions on tests. Writing a summarizing paragraph	
Chapter 4 Health and Leisure	<i>Eat Like a Peasant, Feel Like a King.</i> <i>Here Come the Tourists!</i>	Previewing the topic and vocabulary Previewing a reading Identifying the main idea Identifying important details Paraphrasing main ideas.	Using a graphic organizer to rank items Taking a standby agreeing or disagreeing. Analyzing points of view. Using a Venn diagram to compare answers from an interview.	Focusing on the Academic Word List Understanding meaning from context. Recognizing synonyms. Scanning for vocabulary.	Analyzing compound words on vocabulary tests. Writing an opinion paragraph	
Chapter 5 High Tech, Low Tech	<i>How Hybrid Cars Work</i>	Previewing the topic and vocabulary Previewing the reading	Filling out a chart for comparison. Creating a study outline.	Focusing on the Academic Word List Analyzing compound	Using a computer effectively on tests. Writing a	

	<i>Leapfrogging the Technology Gap</i>	Identifying the main idea Analyzing the main point of the article. Getting meaning from context	Interviewing and using a graphic organizer to compare answers.	adjectives with hyphens.	paragraph	
Chapter 6 Money Matters	<i>Executive Takes Chance on Pizza, Transforms Spain</i>	Previewing the topic and vocabulary. Scanning for specific information. Checking comprehension with multiple choice questions. Predicting events in narrative	Comparing opinions. Analyzing the actions and outcomes of a situation and presenting an alternative solution through a skit. Solving problems related to the theme.	Recognizing word families. Getting the meaning from the context. Focusing on the Academic Word List.	Stating and explaining opinions. Writing a paragraph based on a cluster diagram.	
Chapter 7 Remarkable Individuals	<i>Confucius</i> <i>Courage Begins with One Voice</i>	Previewing the topic and vocabulary Previewing the reading Identifying the main ideas Identifying the voices in a reading	Supporting or disproving a general statement with facts Expressing an opinion Using a graphic organizer to rank leaders. Comparing ideas	Forming new words from the same word family. Focusing on the Academic Word List Working with prefixes and suffixes Using expressive synonyms.	Writing a paragraph based on a Venn diagram to compare and contrast two topics.	
Chapter 8 Creativity	<i>Pure Genius</i> <i>I don't Do Nice.</i>	Previewing the topic and vocabulary Previewing the reading Getting meaning from context Recognizing summaries in a reading Identifying main ideas by analyzing details	Understanding the power of pictorial language. Summarizing group discussions and reporting them to the class.	Focusing on words from the Academic Word List Matching set phrases or expressions to their context.	Making a plan before beginning to describe an object or invention.	
Chapter 9 Human Behavior	<i>Ethnocentrism</i> <i>A Clean, Well-Lighted Place.</i>	Previewing the topic and vocabulary Previewing the reading Predicting the content of a reading Expressing the theme Previewing for character and plot.	Analyzing love poems Synthesizing and applying information from a reading Making inferences about characters Summarizing a paragraph	Scanning for words with clues. Analyzing word roots and prefixes Focusing on the Academic Word List	Creating a dialogue.	
Chapter 10 Crime and Punishment	<i>Hooked on Crime</i> <i>Eye Witness</i>	Previewing the topic and vocabulary Previewing the reading Identifying the main ideas and writing summaries of each paragraph in a reading Understanding chronology: scanning for time words Understanding symbols	Reporting opinions. Using a graphic organizer to summarize the plot. Interpreting a scene from the plot in a group skit.	Getting the meaning of specialized terms from context. Inferring the meaning of adjectives from context and structure. Focusing on the Academic Word List	Using a summary of an event to connect to a personal viewpoint. Matching descriptive adverbs to their context.	

Listening/Speaking (Monday, Wednesday, Friday)

	Listening	Speaking	Critical Thinking Skills	Vocabulary Building	Schedule
Chapter 1 New Challenges	Critical listening for making predictions about what a speaker will say next. Listening for tone of voice that reveals intentions. Listening for expressions that offer clarification	Sharing personal perspectives on academic lecture style. Brainstorming and sharing productions about lecture content and real world situation. Using appropriate expressions to request and offer clarification in formal and informal situations.	Analyzing past, present and future lecturing styles. Using a graphic organizer to categorize information. Predicting what instructor will say next. Comparing and contrasting close predictions. Analyzing a lecture style.	Determining meaning from context. Categorizing to deepen in understanding of concepts. New vocabulary in dictionaries and discussions of lecture style.	January 12,14,16 TEST January 19
Chapter 2 Cooperation and Competition	Distinguishing main ideas and details in a lecture. Listening for appropriate use of intonation with confirmation of understanding experience.	Sharing personal observation of cooperation and competition. Collaborating to brainstorm plans for a scientific expedition.	Specializing about penguin behavior. Using a graphic organizer and brainstorm plan for a scientific expedition. Predicting main ideas and	Matching vocabulary words to appropriate context. Understanding and using vocabulary words of cooperation and competition.	January 21,23,26 TEST

		Comparing outlining strategies with classmates.	supporting details. Identifying main ideas and supporting details		January,28
Chapter 3 Relationships	Listening for straw man arguments. Listening for data and details refuting straw man arguments. Listening for expressions using for generalization.	Sharing perspectives on sibling and family relationships. Comparing and contrasting cross cultural differences in sibling relationship. Marking generalizations.	Using a graphic organizer to compare and contrast siblings and relationships across cultures. Distinguishing straw man arguments from main points. Using anticipatory guide to explore and test assumptions on a topic.	Using definitions in contextual cues to place vocabulary words into sentences. Writing about personal opinions and experience to broaden understanding of new vocabulary concepts.	January 30, February 2, 4 TEST, February 6
Chapter 4 Health and Leisure	Listening for the gist , Expression used to make analogies. Noting analogies in abbreviation form Completing statements of personal opinion from a study session,	Sharing prior knowledge about the heart and other body parts. Comparing body parts to mechanical device. Discussing the effectiveness of analogies. Sharing analogies that have become common expressions in one's country.	Using a graphic organizer to build background knowledge. Understanding and using analogies. Evaluating the effectiveness of analogies. Imagining possible context for analogies	Using definitions and contextual cues to place vocabulary words into sentences. Understanding and using vocabulary in discussions about the heart and health.	February9,11,13 TEST February16
Chapter 5 High Tech, Low Tech	Listening for information to complete a handout on phases of space mission. Listening for information to label and explain diagram of a space exploration device. Measurements and amounts of space mission.	Sharing prior knowledge about space exploration and high tech vs low tech solutions. Debating the pros and cons of the privatization of space travel. Sharing internet research on space exploration.	Analyzing the pros and cons of the privatization of space travel. Utilizing specific strategies to get the most out of field trip. Researching to build background knowledge. Matching labels to sequenced pictures.	Using definitions and contextual cues to place vocabulary words into sentences Understanding and using new vocabulary in discussions about space exploration.	February 18,20,21 TEST Friday,23
Chapter 6 Money Matters	Listening for pro and con arguments about the World Bank. Understanding expressions linking pros and cons. Listening for appropriate use of expressions to agree and disagree.	Sharing opinions about the importance of money. Exploring relative evaluation of modern conveniences vs preserving natural resources . Sharing prior knowledge about personal experiences with bank. Brainstorming Challenging questions on World Bank	Evaluating the worth of a project. Using a sunray graphic organizer to tap prior knowledge. Identifying the pros and cons of banks. Matching pro and con arguments. Formulating challenging questions. Brainstorm, organizing and presenting the ideas to a group the best way to invest money.	Using definitions and contextual cues to complete a crossword puzzle. Understanding and using new vocabulary in discussions about money matters.	February 25,27, March,2 TEST March 4
Chapter 7 Remarkable Individuals	Listening for time and sequence words as clues to chronological orders. Listening to sort events in person's life. Listening for expressions of likes and dislikes, pleasure and displeasure.	Sharing opinions about types of remarkable fates. Sharing stories about remarkable fates. Collaboration to complete a Venn diagram of remarkable fates. Telling stories in chronological order.	Comparing-contrasting and ranking remarkable feats. Using a Venn diagram to show things groups have in common. Using time and sequence words as clues to chronological order. Tuning into the logic of chronological order.	Pooling knowledge with classmates to watch world to definitions. Using new vocabulary to answer contextualized questions	March 5,16,18
Chapter 8 Creativity	Listening for signal words to quite note taking Listening for main points in a lecture about drive and	Sharing ideas about what motivates you at work, school and play. Discussing different ways to become more creative.	Comparing kinds of creativity. Identifying when and where you have been the most creative. Solving a brainteaser puzzle.	Using definitions and contextual cues to place vocabulary words into sentences. Using new vocabulary in	TEST –March 20

	Creativity. Listening for tone of voice and body language signals. Listening for the ways of divulging information.	Sharing puzzle and problem solutions that use your creativity. Creatively using tone of voice and body language signals.	Identifying the main points in a lecture on drive and creativity.	discussions about creativity.	
Chapter 9 Human Behavior	Listening for expressions introducing digressions and returns to the main topic. Listening for understanding the reasons for digressions.	Specializing about behavior. Discussing the benefits of voluntarism. Sharing preferences regarding time spent alone and with others. Sharing prior knowledge about social behavior.	Specializing about human behavior. Identifying and analyzing the reasons for digressions and return to the main topic. Using a graphic organizer chart predictions about, reasons for, and expressions introducing digressions.	Choosing definitions that fit words as they are used in particular contexts. Understanding and using new vocabulary in discussions about human behavior.	March 25,27,30 Test April,1
Chapter 10 Crimes and Punishments	Listening to paraphrase parts of a lecture. Listening for expressions of wishes, hopes, desires in conversations and lectures. Listening to paraphrase wishes, hopes...	Discussing if punishments fit their crimes. Discussing "unfair laws should be broken." Discussing harsh punishments as deterrents to crime. Sharing personal experience with wrongdoing. Sharing hopes and wishes.	Paraphrasing what an instructor says about predetermination and free will. Distinguishing the subtle difference between hopes and wishes.	Pooling knowledge with classmates to match words to definitions. Understanding and using new vocabulary in discussions about predetermination and free will.	April 3,6,9 1,3,5 TEST- April 10 Final exam

Jami Hanreddy and Elizabeth Whalley(2014). Mosaic 1 listening/speaking student book. S.I.:Mc Graw Hill