



Lincoln University
COURSE SYLLABUS

Course Title: **Intensive Academic English Preparation (IAEP) V -- Vocabulary**

Credit: Non-credit

Prerequisite(s): None

Semester: Fall 2015 – Tuesdays—12:30 – 4:05

Instructor: Dr. Sylvia Y. Schoemaker Rippel

Email: sysr@lincolnuca.edu

Course-related email for the semester: profsylvia@gmail.com

Office hours and location: T, Th 11:45-12:30 and by arrangement, room 308

Office phone: 510-628-8036

Instructional Materials and References

Required texts:

King, K. (1999). *The big picture: Idioms as metaphors*. Boston, MA: Houghton Mifflin.
ISBN: 0395917123

Reynolds, M. (1998). *Word parts*. Boston, MA: McGraw-Hill.
007052629x

Recommended Texts:

Dictionary, thesaurus

Course Description

The course focuses on vocabulary building and enrichment through words used in context. Emphasis will be given to most frequently used words in spoken and written English. (NC)

IAEP 5 covers the aspects of vocabulary development in functional communicative contexts. The core of the course will emphasize meaningful practice aimed at vocabulary expansion through contexts, word families, word structures and combining parts.

Course Objectives

Students will develop vocabulary skills for functional communicative purposes, in context-centered study and expansions.

Learning Objectives

Students will demonstrate improved vocabulary recognition and production skills, orally and in writing, through targeted quizzes, tests (pre and post) and exercises (class and text-based).

Topical Outline

Vocabulary, including word parts, content and structure words, and idiom study is through contexts of immediate academic and high interest socio-cultural relevance. Among topics included are vocabulary elements for time, position, direction; idioms relating to ideas, personal and global perspectives, and best practices in vocabulary acquisition.

Instructional Methods

A cooperative learning model is employed. Small group and individual discovery exercises and presentations will augment lectures, discussion and applications.

Student Responsibilities

Students are expected to consistently attend class punctually and fully (arriving on time and leaving the classroom only at the scheduled break and end times). Successful students participate in individual and group work in a productive manner, prepare and perform well on classwork, complete assignments according to schedule and at an appropriate level, and take personal responsibility for meeting the objectives of the course.

SCHEDULE

| Session | Date | Topic | Vocabulary Connection: Word Parts ("WP") | Big Picture Idiom/Metaphor Theme Units ("BP") |
|---------|-----------|---------------------|------------------------------------------------|-----------------------------------------------------|
| 1 | 8/25/2015 | Introduction | | |
| 2 | 9/1/2015 | Time | WP - Chapter 1 | 1. Ideas: BP C1, BP C2 |
| 3 | 9/8/2015 | Position; Direction | WP - Chapter 2 | 2. Knowledge: BP C3 |
| 4 | 9/15/2015 | Size; Number | WP - Chapter 3 | 3. Argument: BP C4 |

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|----|-------------------------|-----------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------|
| 5 | 9/22/2015 | Additional Prefixes | WP - Chapter 4 | 4. Emotion: BP C5 |
| 6 | 9/29/2015 | Review | Midpoint Exercises | 5. Money: BP C6 |
| 7 | 10/6/2015 | Common Roots | WP - Chapter 5 | 5. Money: BP C7 |
| 8 | 10/13/2015 | More Roots | WP - Chapter 6 | 6. BP Control: BP C8 |
| 9 | 10/20/2015 | Suffixes | WP - Chapter 7 | 7. People BP C9, People are Food |
| 10 | 10/27/2015 | Exercises | Review | U8.Life, BP C10, BP C11, BP C12 |
| 11 | 11/3/2015 | Word Families | WP - Chapter 8 | BP C13 |
| 12 | 11/10/2015 | More Word Families Dictionary Study | WP - Chapter 9 WP - Chapter 10 | BP C14 BP C15 |
| 13 | 11/17/2015 | Individual Review Studies and Final ePortfolio/PPt Submission due by email by 12/2/2013 | | |
| | Fall Recess 11/24-28 | Fall Recess | | |
| 14 | 12/1/2015 | Review ePortfolio/PPt Presentations | | |
| 15 | 12/7/2015 | Post Testing | | |

Assessment Criteria & Method of Evaluating Students

As participants in a course that is part of the non-credit IEP program, students do not receive letter grades. Instead, successful students will earn a completion report from their instructors based on their course work, progress, post-test measures, and individual profiles. Students successfully completing the program with the prerequisite instructor recommendations will receive a Certificate of Completion. The following table lists some of the primary areas evaluated for progress indication purposes:

| | |
|------------------------------------|-----|
| Class attendance and Participation | 25 |
| Exercises and Quizzes | 15 |
| Projects | 15 |
| Homework Assignments | 15 |
| Presentations | 15 |
| Final Review Tests | 15 |
| Total | 100 |

The following letter grade / point scale is provided for informational purposes only. While individual assignments may be evaluated on such a scale, no final letter grades will be assigned beyond the complete/incomplete evaluations as discussed above.

| | |
|---------|----|
| 100-95 | A |
| 94-90 | A- |
| 89-87 | B+ |
| 86-84 | B |
| 83-80 | B- |
| 79-77 | C+ |
| 76-74 | C |
| 73-70 | C- |
| 69-65 | D+ |
| 64-60 | D |
| 59 or < | F |

Date syllabus was last reviewed: August 2015