Course Title: **Intensive English Program (IEP) V**
Vocabulary

Department and Number: **English IEP 5**

Credit: Non-credit

Prerequisite(s): None

Semester: Spring 2009 – Tuesdays 12:30--4:15, 16 weeks (see schedule below)

Instructor: Dr. Sylvia Y. Schoemaker Rippel

Email: **sysr@lincolnuca.edu**

Course-related email for the semester: **profs360@gmail.com**

Office hours and location: T, Th 11:45-12:30 and by arrangement, room 307

Office phone: 510-628-8036

Instructional Materials and References

Required texts:

Title: The Big Picture - Idioms as Metaphors
Author: King,Kevin
Publisher: Houghton Mifflin
Year of publication: 1999
ISBN: 0395917123

Title: Vocabulary Connections Book II, Word Parts
Author: Reynolds, Marianne C.
Publisher: McGraw Hill

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) IEP 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.

University learner goals 1 -6, and specifically in English: To develop the ability to communicate effectively in English, orally and in writing, and to read with understanding (1.1) and institutional goals, especially 1,(1.1-1.4), 2.4

Measurable 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.

SCHEDULE

Week	Date	Topic	Vocabulary Connection: Word Parts Chapter	Big Picture Idiom/Metaphor Theme Units
Wk 1	13-Jan-09	Introduction		
Wk 2	20-Jan-09	Time	Chapter 1	1. Ideas: C1, C2
Wk3	27-Jan-09	Position; Direction	Chapter 2	2. Knowledge: C3
Wk 4	3-Feb-09	Size; Number	Chapter 3	3. Argument: C4
Wk 5	10-Feb-09	Additional Prefixes	Chapter 4	4. Emotion: C5
Wk 6	17-Feb-09	Review	Midpoint Exercises	5. Money: C6
Wk 7	24-Feb-09	Common Roots	Chapter 5	5. Money: C7
Wk 8	3-Mar-09	More Roots	Chapter 6	6. Control: C8 C9, People are Food
Wk 9	10-Mar-09	Suffixes	Chapter 7	7. People
	17-Mar-09	Spring Recess		
Wk 10	24-Mar-09	Exercises	Review	U8.Life, C10, C11, C12
Wk 11	31-Mar-09	Word Families	Chapter 8	C13
Wk 12	7-Apr-09	More Word Families	Chapter 9	C14
Wk 13	14-Apr-09	Dictionary Study	Chapter 10	C15
Wk 14	21-Apr-09	Review	Review	Review
Wk 15	28-Apr-09	Review	Review	Review
Wk 16	5-May-09	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-
69-67	D+
66-64	D
63-60	D-
59 or <	F