



Lincoln University COURSE SYLLABUS

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

Department and Number: **IEP 5**

Credit: Non-credit (60 hours)

Prerequisite(s): None

Semester: Fall 2011 – Tuesdays – 12:30 --4:05

Revised: 8/11

Instructor: Dr. Sylvia Y. Schoemaker Rippel

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Course-related email for the semester: profsylvia@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

Year of publication: 1998

ISBN: 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)

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.

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).

Instructional Methods

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

The course sessions will include A/V-augmented presentations and discussions using text-based and other topically related slides and relevant audio/video/web resources), written and oral classroom exercises applying course concepts, small group and classroom discussions, student presentations of individual and group assignments based on course units, with emphasis on engaging students in learning by doing.

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.

SCHEDULE

Week	Date	Topic	Vocabulary Connection: Word Parts Chapter	Big Picture Idiom/Metaphor Theme Units
Wk 1	8/23/2011	Introduction		
Wk 2	8/30/2011	Time	Chapter 1	1. Ideas: C1, C2

Wk3	9/6/2011	Position; Direction	Chapter 2	2. Knowledge: C3
Wk 4	9/13/2011	Size; Number	Chapter 3	3. Argument: C4
Wk 5	9/20/2011	Additional Prefixes	Chapter 4	4. Emotion: C5
Wk 6	9/27/2011	Review	Midpoint Exercises	5. Money: C6
Wk 7	10/4/2011	Common Roots	Chapter 5	5. Money: C7
Wk 8	10/11/2011	More Roots	Chapter 6	6. Control: C8 C9, People are Food
Wk 9	10/18/2011	Suffixes	Chapter 7	7. People
Wk 10	10/25/2011	Exercises	Review	U8.Life, C10, C11, C12
Wk 11	11/1/2011	Word Families	Chapter 8	C13
Wk 12	11/8/2011	More Word Families	Chapter 9	C14
Wk 13	11/15/2011	Dictionary Study	Chapter 10	C15
	11/22/2011	Fall Recess		
Wk 14	11/29/2011	Review		
Wk 15	12/6/2011	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:

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.

Class attendance and Participation	25
Exercises and Quizzes	15
Homework Assignments	25
Presentations	15
Final Review Tests	20
Total	100%

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

Notes:

Revisions to the schedule will be announced in class as needed. Class attendance is required. Coming on time, remaining in the classroom according to the break and dismissal schedule is part of the regular attendance requirement. Class participation is encouraged for enhanced learning through applied content, group interactions, and individual and small group presentations. Cell phones should not be active during class sessions.

Revised: 8/11