



Lincoln University COURSE SYLLABUS

Course Title: **Intensive Academic English Preparation (IAEP) V -- Vocabulary**
Department and Number: **IAEP 5**
Credit: Non-credit (60 hours)
Prerequisite(s): None
Semester: Spring 2012 – Tuesdays – 12:30 --4:05
Revised: 12/11

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

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

Assessment Criteria & Method of Evaluating Students

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.

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: 12/11