



## Lincoln University COURSE SYLLABUS

Course Title: **Intensive Academic English Preparation (IAEP) 2 — Conversation/Speech**

Credit: Non-credit

Prerequisite(s): None

Semester: **Spring 2014 (Fridays 9:00 a.m. – 12:35 p.m.)**

Instructor: Professor William Hyman

Office Hours: By appointment, Room 407

Email: [wmhyman33@hotmail.com](mailto:wmhyman33@hotmail.com)

Syllabus Revised: December 6, 2013

### **Instructional Materials and References**

**Required text: Printed materials assigned and/or distributed in class**

**Recommended texts:**

Dictionary, thesaurus

### **Course Description**

Students will advance in fluency and oral comprehension of more complex English sentences. Students will participate in oral comprehension exercises; will learn common American idioms and use them in conversation; they will also participate in class discussion of relevant subjects and present short prepared speeches.

### **Course Objectives**

Students will speak English comfortably, pronouncing and enunciating words intelligibly. They will be able to comprehend what they say to each other and also what the teacher says. They will be required to demonstrate their progress through discussions and short public speeches.

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

Students will demonstrate improved speech skills through selected communications, quizzes, tests (pre and post) and exercises (class and text-based).

## **Instructional Methods**

The course will include lectures, discussions and speeches relating any interesting, important or personal topic. Such discussions, naturally, will be monitored and modified as needed by the teacher, with his corrections and explanations of appropriate and acceptable English speech.

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**

Instruction will be centered on materials of immediate academic and socio-cultural relevance. Among topics included are general and popular culture, media, and academics, among others as relevant. Topics include active listening and speaking skills that are needed to function successfully in a university class and development of listening strategies, note taking techniques, oral production skills and formal presentation skills.

## **SCHEDULE**

<b>Session (Week)</b>	<b>Topics</b>
<b>1</b>	<b>Introduction</b>
<b>2</b>	<b>Progressive Conversation/Speech Skills Development (PCSSD), Student/Course/Instructor Directed</b>
<b>3</b>	<b>PCSSD 2</b>
<b>4</b>	<b>PCSSD 3</b>
<b>5</b>	<b>PCSSD 4</b>
<b>6</b>	<b>PCSSD 5</b>
<b>7</b>	<b>PCSSD 6</b>

<b>8</b>	<b>PCSSD 7</b>
<b>9</b>	<b>PCSSD 8</b>
<b>10</b>	<b>PCSSD 9</b>
<b>11</b>	<b>PCSSD 10</b>
<b>12</b>	<b>PCSSD 11</b>
<b>13</b>	<b>PCSSD 12</b>
<b>14</b>	<b>PCSSD Review</b>
<b>15</b>	<b>Post Testing</b>

## **EVALUATION**

Student progress evaluation will be assessed through relevant class discussions and speeches. Quizzes will be conducted when appropriate. Learning outcomes and recommendations for progression will be assessed through individual profiles and post test results.

## **GRADING**

Discussions: 40%, Quizzes: 30%, Written assignments: 30%

All results of oral and written performance will employ a numerical scoring system that is convertible to grades as indicated below.

95-100	A	74-76	C
90-94	A-	70-73	C-
87-89	B+	65-69	D+
84-86	B	60-64	D
80-83	B-	0-59	F
77-79	C+		

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.