

## COURSE SYLLABUS

<b>Course Title</b>	Discussion for Advanced I
<b>Course Number</b>	ESL301-4
<b>Clock Hours</b>	50
<b>Instructional Methods</b>	Lecture (50 hours)
<b>Schedule</b>	TBA
<b>Instructor</b>	TBA
<b>Office Hours</b>	by appointment
<b>Required Text(s)</b>	Folse, K. S., & Ivone, J. (2002). <i>First discussion starters: Speaking fluency activities for lower-level esl/efl students</i> . The University of Michigan Press.
<b>Additional Text(s)</b>	N/A Handouts will be given as needed

### Course Description

The focus of the course is to assist learners in attaining communicative competence on a variety of issues and topics. Students are encouraged to express their opinions on discussion topics to promote critical thinking. At the same time, the students are challenged to speak English naturally and develop accuracy as well as fluency. Prerequisite: ESL202 or equivalent.

### Prerequisite(s) and Corequisite(s)

Prerequisite: Qualifying score between 261.00 and below 310.99 on the ACCUPLACER Test or the successful completion of ESL102.

Corequisites: ESL301-1 Grammar for Advanced I

ESL301-2 Listening/Speaking for Advanced I

ESL301-3 Reading/Writing for Advanced I

### Learning Objectives and Goals

Upon completion of this course, the student will be able to:

- A. Discuss a variety of issues and topics
- B. Communicate their opinions on discussion topics for critical thinking
- C. Speak English naturally and develop accuracy as well as fluency
- D. Use new vocabulary in discussions and conversations.
- E. Sort out ideas and opinions before discussing and talking about various topics/issues.
- F. Collaboratively work with a group to make a group presentation
- G. Develop a PowerPoint to organize presenting materials
- H. Become aware of controversial issues on the news.

## Library Usage Guideline

The Columbia College Library collection is available for all students to use for any research or assignments they may need to complete. With its easy and simple search function, users can find their desired books by searching the author's name, book title, keyword, subject, or ISBN. After typing in the search dialogue box, the software displays a list of related works which will help guide students to their desired books. The library user can select a desirable book from the generated list with their bibliographic data. Also, a grand online database by LIRN® is available to every student and faculty with access to more than 1 million article titles. The Directory of Open Access Journal is also open to the public 24/7. For further assistance, full-time library staff are available to assist your research during business hours (M~F 9AM to 10PM) at the Global Zone on the first floor.

## ACCESSING LIRNPortal

To access your LIRN subscription go to: <https://proxy.lirn.net/ColumbiaCollege>

**Username: 37860**

**Password: goodnewt91**

**Please note URL, Username, and Passwords are case sensitive.**

## HELPFUL VIDEOS

Our Librarian staff have composed several [YouTube Videos](#) that you might find useful. Of particular interest:

- [Starting Your Research with LIRN's Gale Core](#)
- [Find Digital Books in Ebook Central: Academic Complete](#)

## Code of Conduct

A student who engages or assists in misconduct shall be subject to disciplinary measures, including reprimands, suspensions, or dismissal, when justified, to violations of this policy.

### Academic Dishonesty/Misconduct

- Students shall not cheat during exams or quizzes.
- Students shall not plagiarize; plagiarism is defined as a student presenting the work or ideas of another as his/her own in a paper, exam, or other assignment.
- Students shall not sell or purchase previous examinations or other assignments.

### Non-Academic Dishonesty/Misconduct

- Physical and/or psychological abuse, threat, or harassment

- Initiating any false report, warning, threat of fire, explosion, or other emergency
- Unauthorized use, possession, storage of any weapon, dangerous chemical, or explosive element
- Disrupting, obstructing, or interfering with the college-sponsored events
- Theft of the college equipment, products, or materials
- Unauthorized possession, use, sale, or distribution of alcoholic beverages or any illegal or controlled substances
- Gambling or holding lotteries/raffles on the college campus without proper approval
- Disorderly, lewd, or obscene conduct
- Making illegal copies of college software – The college software is protected by copyright. Students must not copy the institution’s software without permission of the copyright holder. Additionally, students must not install personal software on the college computers or damage/destroy the software/computers.

**Prohibition of Sexual Harassment of Students**

- Sexual harassment is defined as unwelcome acts of a sexual nature including sexual advances, requests for sexual favors and/or other verbal or physical conduct including written communication of an intimidating, hostile or offensive nature, or action taken in retaliation for the reporting of such behavior. Sexual harassment can be verbal, written, or physical and ranges from subtle innuendos of a sexual nature to derogatory gender-specific comments about physical exposure, assault, to coerced sexual relationships.
- Sexual harassment is a serious offense. As a consequence, any faculty or staff member who engages in such conduct or encourages such behavior shall be subject to disciplinary action that may include dismissal from the College. Students accused of sexual harassment will have the right to due process.

**Grading Policy**

The formal grading system utilized by the instructor conforms to recognized education standards.

<b>Grade</b>	<b>Percent</b>	<b>Standing</b>
A	90-100	Excellent
B	80-89	Very Good
C	70-79	Satisfactory
D	60-69	Poor
F	0-59	Failing
I	Incomplete	Not applicable

**Assessment Scale**

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructors will distribute evaluation and his/her grading policies to students at the beginning of each term.

10% Attendance  
 10% Homework  
     20% Quiz  
     20% Class participation  
 40% Final Exam

### Course Schedule

Week	Date	Topics and Activities	Quiz/Assignment Due
1		Ice breaking - Course Intro - Review course syllabus - Complete ice-breaking activities Discussion in Class - Gun control - Gay marriage - Immigration	Estimated Homework Time: 5 hours  Pick one of the discussion topics discussed in class today. Summarize different opinions that classmates had and state your opinion.  Find a controversial topic in the world and research pros and cons. Write what you found and state your opinion.
		Unit 1. A Serious Problem with a Pet Unit 2. Should We Censor These Popular Magazines?	Estimated Homework Time: 5 hours  Communication Activity Write this line on p.85: "How do you know that?" I asked. Then follow the instructions there.  Read Washington Post or any newspaper. Find an article that you are interested and summarize its view point.  p.1, Ex. 1.1; 1.2; 1.4.
2		Unit 3. Put the Story Together: Mommy's White Hair	Estimated Homework Time: 5 hours  Communication Activity Write this line on p. 17: The mother thought quietly for a minute before she answered. Then, follow the instructions there.  Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.  p.17, Ex. 3.2; 3.3
		Unit 4. Group Speaking Puzzle: Professions Unit 5. Ten Proverbs	Estimated Homework Time: 5 hours  Communication Activity

			<p>Play a puzzle with your family member or friends. Clues can be found on page 146.</p> <p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p> <p>p.23 - Ten proverbs, exercise 5.1</p>
3		Unit 6. Jail for Parents of Absent Students?	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity Write this line on p. 85: I couldn't get it down from the tree, so I called the police. Then, follow the instructions there.</p> <p>Read Washington Post or any newspaper. Find an article that you are interested and summarize its view point.</p> <p>p.30, Ex. 6.1</p>
		Unit 7. You Can Be the Judge: The \$1,1000,000 Lottery Jackpot Unit 8. Finish the Story: The Nonsmoking Smoker	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity "Beauty is only skin deep." What does this proverb mean? When can you use this expression? Write your response on a piece of paper.</p> <p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p> <p>p.39, Ex. 7.3 p.42, Ex. 8.1</p>
4		Unit 9. Sex Education in Schools: What Are We Teaching Our Children?	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity Let's suppose that you are an animal rights activist. You believe that animal life is equal to human life. Write a persuading essay to express your opinion.</p> <p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p> <p>p.47, Ex. 9.2</p>

	Unit 10. Freedom of Speech: Who Says? Unit 11. Finish the Story : The Mysterious Robbery	Estimated Homework Time: 5 hours  Communication Activity Play a puzzle with your family member or friends. Clues can be found on page 147.  Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.  p.52, Ex. 10.3
5	Unit 12. Animal Vocabulary Group Presentation preparation	Estimated Homework Time: 5 hours  Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.  p.61, Ex. 11.4  Work on a group presentation
	Make a group presentation.	Estimated Homework Time: 5 hours  Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.  Fill out a self-evaluation for your group presentation and evaluate the other group's presentations.
6	Unit 13. A Serious Post Office Mistake Unit 14. "Three Hots and a Cot": Prison Conditions and Prisoners' Rights	Estimated Homework Time: 5 hours  Communication Activity Read the story of a stamp mistake on page 73. If you were the postmaster, what would you do? Try to solve three possible solutions to this special problem. Write your response on a piece of paper.  Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.  p.72, Ex. 13.2 p.76, Ex. 14.1
	Unit 15. Put the Story Together: The Cat and the Tree Unit 16. Group Speaking Puzzle: Travel	Estimated Homework Time: 5 hours  Communication Activity

			<p>Write this line on p.85: One day I was playing with my sister’s cat, and it ran outside. Then, follow the instructions there.</p> <p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p> <p>p.87, Ex. 16.1</p>
7		Unit 17. Double Vision: Cloning	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity Write this line on p. 98: “Wake up, son. It’s time to go to school” Then, follow the instructions there.</p> <p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p> <p>p.92, Ex. 17.3</p>
		Unit 18. Put the Story Together: I Don’t Want to Go to School	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity Write another strip story like the one in exercise 18.1. Do not have more than 10 lines. Try to have a funny ending.</p> <p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p> <p>p.99, Ex. 18.2; 18.3</p>
8		Unit 19. A School for Men Only?	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity You are a veterinarian. You love animals. You have worked with animals all your life. Write an essay to persuade people not to eat meat.</p> <p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p> <p>p.103, exercise 19.5</p>
		Unit 20. So Who is the Guilty Criminal?	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity</p>

			<p>Write this line on p. 17: The little girl thought for a minute, and then she asked, “Well, Mom, why are all of Grandma’s hairs white?” Then, follow the instructions there.</p> <p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p> <p>p.107, exercise 20.1</p>
9		Unit 21. Animal Rights and Animal research	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity Write this line on p. 85: The man answered, “Have you ever seen a dead cat in a tree?” Then, follow the instructions there.</p> <p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p> <p>p.115, exercise 21.3</p>
		Unit 22. Domestic Violence: Who Stops It?	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity Read the story about a battered woman on page 122. If you were the judge in this case, how would you rule? Why? Give two or three reasons to support your decision.</p> <p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p> <p>p.122, exercise 22.5</p>
10		Individual presentation 1	<p>Estimated Homework Time: 5 hours</p> <p>Practice for your presentation.</p> <p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p> <p>Fill out a self-evaluation for your group presentation and evaluate the other group’s presentations.</p>



		<b>Final Exam</b> Individual presentation 2	Fill out a self-evaluation for your group presentation and evaluate the other group's presentations.
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