

COURSE SYLLABUS

Course Title	Discussion for Advanced II
Course Number	ESL302-4
Clock Hours	50
Instructional Methods	Lecture (50 hours)
Schedule	TBA
Instructor	TBA
Office Hours	by appointment
Required Text(s)	Folse, K. S., & Ivone, J. (2002). <i>Discussion starters: Speaking Fluency Activities for Advanced ESL/EFL Students</i> . The University of Michigan Press.
Additional Text(s)	N/A Handouts will be given as needed.

Course Description

This course explores provocative scenarios and questions as means of practicing the skills necessary to achieve success in academic conversations. The course consists mainly of classroom discussion. In addition to discussions about short readings, students review common dialogue scenarios, American idioms/slang, newspaper articles, and current events. Students are encouraged to pose new situations and ask questions with an emphasis on analyzing and communicating different points of view. Prerequisite: ESL301 or equivalent.

Prerequisite(s) and Corequisite(s)

Prerequisite: Qualifying score between 311.00 and below 340.99 on the ACCUPLACER Test or the successful completion of ESL 301.

Corequisites: ESL302-1 Grammar for Advanced II

ESL302-2 Listening/Speaking for Advanced II

ESL302-3 Reading/Writing for Advanced II

Learning Objectives and Goals

Upon completion of this course, students will be able to:

- A. Generate ideas and consider appropriate ideas and information to include in presentations.
- B. Choose appropriate format for purpose and audience.
- C. Organize ideas in appropriate format in preparation for sharing or presenting orally (e.g., demonstrate an ordered sense of story).
- D. Rehearse and consider ways to enhance clarity of presentation.
- E. Explain personal viewpoints in clear meaningful ways.
- F. Use American idioms/slang and talk about current events.
- G. Speak more fluently about everyday situations.
- H. Collaboratively work with a group to make a group presentation

- I. Develop a PowerPoint to organize presenting materials

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.

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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.

Grade	Percent	Standing
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 - ESL School vs. Community College - Homeschooling vs. Schooling - Presentation vs. Pencil-Paper Test	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 You Can Be the Judge: The New Job Unit 2 Smoking or Nonsmoking	Estimated Homework Time: 5 hours Communication Activity Imagine that you are Mr. Osborne. Write your name on the line in step 1 on page 112. 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.1, Ex. 1.1 p.6, Ex. 2.5
2		Unit 3 Have You Read a Good Book or Seen a Good Movie Lately? Unit 4 Combat Roles in the Military	Estimated Homework Time: 5 hours Communication Activity Write this line on pg.76: He wasn't very hungry, so he just asked for a hamburger and a cup of coffee. Play the game with your family member or friend. Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.

			p.15, Ex. 4.4; 4.5
		Unit 5 Finish the Story: The French Bullet Train Unit 6 Parents and Children: New Family Problems	Estimated Homework Time: 5 hours Communication Activity Imagine that you are Mr. Osborne. Write your name on the line in step 1 on page 112. 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.19, Ex. 5.1 p.23, Ex. 6.3
3		Unit 7 Proverbs and Values Unit 8 Gender Roles in 1850? 1950? 2050?	Estimated Homework Time: 5 hours Communication Activity Imagine that you are one of the Osbournes' neighbors. Write your name on the line in step 1 on page 112. 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.34, Ex. 8.1; 8.3; 8.4
		Unit 9 Put the Story Together: The Rough Fight Unit 10 Save Our Planet: Is There Hope?	Estimated Homework Time: 5 hours Communication Activity Let's say you support gun control. Write a persuading essay to express your opinion. Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point. p.38, Ex. 9.2
4		Unit 11 Group Speaking Puzzle: Movies, People, Food, and Places Unit 12 When Cultures Clash: Multiculturalism and Clothing	Estimated Homework Time: 5 hours Communication Activity Write this line on page 66: The patient asked, "So how many do I take every day?" Then, do the activity with your family member or friends.

			<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. 11.2 p.50, Ex. 12.1</p>
		<p>Unit 13 Cinderella: An Old Tale in New Times Unit 14 Getting Older: The “Golden Years”?</p>	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity Play a puzzle with your family member or friends. Clues can be found on page 163.</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.55, Ex. 13.5</p>
5		<p>Unit 15 Put the Story Together: The Doctor Unit 16 Should Drugs Be Legalized? Group Presentation preparation</p>	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity Write this line on page 76: Just as the truck driver was about to bite into his burger, two guys pulled into the parking lot on really big motorcycles and raced their engines. Then follow the instructions to play the activity.</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.70, Ex. 16.5</p> <p><u>Work on a group presentation</u></p>
		<p>Make a group presentation.</p>	<p>Estimated Homework Time: 5 hours</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>
6		<p>Unit 17 Put the Story Together: The Truck Driver</p>	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity</p>

	Unit 18 Is It Funny? Culture and Humor	<p>Write this line on page 37: Last week I flew from Los Angeles to New York, a long flight that lasted for about six hours. Then, follow the steps to play the activity.</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.77, Ex. 17.2</p>
	Unit 19 AIDS: A Global Crisis Unit 20 Finish the Story: The Math Test	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity Let's suppose that you are opposed to gun control. 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.83, Ex. 19.1 p.91, Ex. 20.4</p>
7	Unit 21 Gun Control Unit 22 Don't Forget the TIP (To Insure Promptness)	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity Imagine that you are a police officer who directs the increased Christmas traffic in the neighborhood. Write your name on the line in step 1 on page 112. 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.95, Ex. 21.4; 21.7</p>
	Unit 23 Drinking and Driving Unit 24 The Neighbors' Christmas Decorations	<p>Estimated Homework Time: 5 hours</p> <p>Communication Activity Write this line on page 37: The man turned to me and said, "You don't get it. I am a pilot and I do know what they are doing!" Then, follow the instructions to play the activity.</p> <p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p>

			p.107, Ex. 23.7
8	Unit 25 You Can Be the Judge: Who Is the Winner? Unit 26 Animals and Humans		Estimated Homework Time: 5 hours Communication Activity Let's suppose that you are a big supporter of gay marriage. Write a persuading essay to express your opinion. Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point. p.119, Ex. 26.5; 26.6
	Unit 27 How Old Is Your Mother? (Should There Be an Age Limit?) Unit 28 Out of the Closet: Gay and Lesbian Issues		Estimated Homework Time: 5 hours Communication Activity Play a puzzle with your family member or friends. Clues can be found on page 166. Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point. p.129, Ex. 27.3 p.138, Ex. 28.9
9	Unit 29 Group Speaking Puzzles: Food, Endangered Species, and Colors Unit 30 The Bus Driver's Dilemma		Estimated Homework Time: 5 hours Communication Activity Imagine that you are the owner of a nearby fast-food restaurant who does a good business at Christmas because of the increased number of visitors to the area. Write your name on the line in step 1 on page 112. 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.147, Ex. 30.7
	Unit 31 You can Be the Judge: May I Die? Unit 32 Check Your Emergency IQ How to Make a Presentation - Topic selected - Delivery method selected		Estimated Homework Time: 5 hours Communication Activity Play a puzzle with your family member or friends. Clues can be found on page 167.

		<ul style="list-style-type: none"> - Pros or Cons? - Purpose of Presentation - Student Involvement 	<p>Read the Washington Post or any newspaper. Find an article that you are interested in and summarize its view point.</p> <p>p.156, Ex. 32.1; 32.3</p> <p>Practice for your presentation.</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>
		<p>Final Exam</p> <p>Individual presentation 2</p>	<p>Fill out a self-evaluation for your group presentation and evaluate the other group's presentations.</p>