I. GOALS AND LEARNING OUTCOMES FOR THIS COURSE:
Following models for academic discourse to discuss demographics, students will demonstrate 80% proficiency in recognition and usage, being able to:
1. Pronounce/ respond to dictation of grammar strings and phrases frequently used in the domain of demographics.
2. Pronounce/respond to quantitative terms.
3. Use correct word order of noun, adjective and adverb clauses.
4. Describe tables and graphs with vocabulary related to the subject domain.
5. Create a coherent electronic and oral presentation using slides, tables and graphs to illustrate the key points.

Using online resources, video taped segments of students involved in communicative activities, and a Microsoft program, we will follow specific rubrics to evaluate your acquisition of the terminology, syntax and semantics of demographic discourse in:
1. Written segments of oral presentations.
2. Group negotiations, using target vocabulary/grammar
3. Individual/team presentations with interpretation of demographic data

II. CRITERIA FOR PASSING THIS COURSE:
In order to successfully complete this course, students must receive an “S”, (the scale is 1 – 5, with S = 4 or 5), for each of the following tasks:
1. Pronounce and respond to dictation of grammar strings/quantitative vocabulary/demographic terms.
2. Use correct word order and parsing of noun, adjective, adverb clauses.
3. Describe tables and graphs using appropriate academic discourse.
4. Create effective slides, tables and graphs, using Excel and Power Point.
5. Create and participate in team presentations.
6. Critique performance from video tapings using a rubric.
7. Participate in planned group discussions/negotiations.
8. Use MS Word to write, edit assignments and upload them.
NOTE:
This course will integrate academic reading, writing, listening and speaking as well as data and computer literacy. You will gain experience using the college’s online course tools through Desire to Learn (D2L) in our information literacy lessons. The instructor will guide you with these technical skills.

III. The following are important for your success in ESL 016:

A. GRADING: A scale of 1-5 will be used. 4 is equivalent to 80%. Students will be graded in this manner on the following, and must attain an average of 4 in order to pass this course:
   - Dictations
   - Group discussions with adherence to group rules
   - Pronunciation
   - Usage of targeted grammar and quantitative vocabulary
   - Interpretation of graphs/tables
   - Information Literacy assignments on D2L
   - Three presentations (two with a team, and one solo)
   - Graphs/tables/slides created on Excel, Power Point
   - Self critiques (via rubric and narrative) of performance

B. ABSENCES: Maximum of 1, although you are expected to attend every class. Two absences may result in withdrawal from this course.

C. LATENESS: We begin PROMPTLY at 6:00 pm. You are responsible for all material covered in the time that you are not in class. Three lates=1 absence.

D. PREPARATION FOR CLASS:
Bring your materials to each class. Homework is due on the assigned date. Late assignments will result in a lowered grade.

E. REQUIRED MATERIALS:
   1. File cards, 5” x 4” for key points of presentations.
   2. Loose leaf lined paper for submission of in-class dictations, lecture notes.
   3. $5.00 for the CD-R’s on which I will copy your presentations. This fee will also help cover the cost of the videotaping.
   4. A flash drive for storage of your ongoing electronic portfolio in this class.

There is NO textbook for this course.
Prof. McConnell will provide the handouts you will need.
F. IMPORTANT DATES:

- No classes on Nov. 11 (Veterans Day) and Wed. Nov. 25 (no evening classes are held the day before Thanksgiving).
- Our last class will be on Tuesday, Dec. 22.

Weekly Class Outline*

Week 1: Introduction to course. Description of culminating project on demographics. Parsing academic phrasings in a narrative/news article with numerical terms.


Week 3: Expressions of quantity: review of adjective clause word order and rules. Videotaping of team presentations of A Grain of Rice; Oral test of noun clause word order.

Week 4: Rubric evaluations of videotapes of team presentations. Student evaluations of process of learning; review of adverb clauses / phrases and adverbs of frequency. Dictation of adjective clauses. Interpretation of demographic tables.

Week 5: Information literacy (IL) lessons on D2L begin.


Week 7: Complete IL lessons. Teams present 8 minute interpretations of tables.
Week 8  In-class critique of videos of table interpretation presentations, modeling rubric usage.
Dictation of transitions/coordinating conjunctions.
Interpretation of graphs.
Group negotiations for application of academic language i.e. quantitative phrasing and implications of data.
Outlining a presentation on a graph.

Week 9  Dictation of graph phrases.
Creation of pie/bar graphs on Excel.
Electronically add graphs to previously submitted outlines.
Student evaluations of process of learning.
Individual conferences on progress

Week 10  Introduction to Power Point (title slide, background, outline, importing graphs from Excel, importing visuals from internet).
Individual conferences on demographic projects.
Practice with a student-made Power Point presentation—facing the audience, timing the slides, critiquing slide quality, etc.
Expanding the research.

Week 11  On Excel, creation of tables/graphs for data.
Outline of speech for project.
Student evaluations of process of learning

Week 12  Practice presentations.
Refinement of dependent clauses to provide supporting details for the demographic data.
Lesson on how to take and answer audience questions.

Weeks 13, 14  Video-tapings of individuals’ final presentations; group/individual critiques.
Student evaluations of process of learning.
Students submit final version of outline electronically on MS and presentation on Power Point on quick drive and in hard copy.
Students write a self assessment of progress.
Individual conferences.

*This schedule is subject to change, as we coordinate our activities with the availability of the Library and Computer Lab staff. I will inform you when we will meet at those sites instead.