

Course Code & No. - Section: ENGL 80 - Section 1
Course Title (Credits): Speaking / Listening (3)
Term & Year: Fall / 2015
Course Ref. No. (CRN): 80102

Instructor: Dr. Tara Madden-Dent, Ph.D.
Phone(s): 775-530-2674 (Mondays & Wednesdays, 10-2 p.m.)
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Office: N/A
Office Hours: By appointment

Class Meeting Time: 2:30 - 3:45 P.M.
Location: PA Building, Room 211

Prerequisites (from Catalog): N/A
Corequisites (from Catalog): ENGL 085

Course Description (Brief)

This course is hosted under the English (ENGL) Department of Humanities and Social Sciences which covers an advanced academic speaking and listening of conversational skills. This intensive aural-oral course of American English focuses on academic purposes to include a review of basic grammar, sentence structure, and idiomatic language and continual practice in conversation. Class work is complementary to and coordinated with that international student adjustment into academic studies, sociocultural interactions, and professional development. This course has a corequisite: ENGL 085 and does not count toward graduation.

Extensive Course Description:

This course will examine cultural dynamics and academic systems unique to international students' transition and adjustment into U.S. higher educational environments. This intensive college readiness course is grounded on current literature demonstrating direct relationship between cultural and academic training with student retention, health, socialization, and professional development. This course investigates cultural differences and similarities between international students' culture and the U.S. culture and then practices new cultural and communication skills through intentional action plans and experiential learning. This course teaches international students about U.S. student responsibilities and ethics, U.S. classroom dynamics and study skills, initiates early U.S. campus engagement, language and communication skills, cultural integration, and professional development strategies. This course's theoretical and practical coursework increases intercultural competencies that empower international students to navigate complex communities on and off campus. Through study abroad case studies, international students will identify better strategies to proactively manage post-arrival adjustment into U.S. academics, social, and professional systems.

Course Goals and Objectives:

1. Demonstrate an understanding of and ability to analyze U.S. cultural styles and its impact on U.S. college studies, communication skills, health, and professional development demonstrated through class discussions, reflections, and analytical papers.
2. Exhibit cultural awareness, sensitivity, and competence of personal cultural norms and the U.S. culture demonstrated through cross-cultural comparisons, reflections, APA 6th edition written papers, and final project.
3. Present knowledge of and ability to analyze academic expectations, ethical practices, and adjustment strategies that will contribute to integrative engagement within U.S. society demonstrated through class discussions, reflections, and a final project.
4. Appraise and interpret how culture influences cultural knowledge, ethnic heritage, shapes identity, values, beliefs, and behaviors demonstrated through online reading and reflection.
5. Construct study abroad goals (academic, social, and professional) and an action plan to carry out goals during the semester demonstrated by reflection and presentations.

Student Learning Objectives:

1. Students will be able to identify differences between their culture and the U.S. culture demonstrated through written assignments, discussions, and reflections.
2. Students will be able to identify differences between their home country's academic system and the U.S. academic system through written assignments, class discussion, and reflection.
3. Students will demonstrate, by means of small group discussions and written essays, their ability to explain U.S. classroom practices, study skills, campus traditions, holidays, cultural styles, values, and cross-cultural challenges in relation to study abroad.
4. Students will discuss in writing assignments and in a final project, the research that links cultural data with U.S. adjustment, student engagement, and student retention.
5. Students will describe, either in writing or through video submissions, or both, the impact of globalization on education, communication, immigration, language, food, and economics.

Student Outcomes

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

1. Engage in basic English conversation with native speakers.
2. Utilize slang and idioms in conversation.
3. Analyze and document their strengths and weaknesses in spoken English.
4. Demonstrate comprehension of spoken English.

Instructional Strategies for Assessing Student Outcomes:

Several types of teaching/learning formats are used for this course including lecture, online reading, guest speakers, videos, social media, APA formatted writing assignments, small group activities, student reflections, online class discussions, a midterm and final project. This class will utilize small group and individual work in class using laptop computers, inquiry learning, case studies, and homework assignments.

Required Materials

1. Syllabus & related documents; to be distributed in class
2. Laptop computer (one that meets the published SNC Laptop Requirements)

Attendance

Students are expected to attend every class. Attendance will be taken and students will be graded according to their participation. If class must be missed due to an unforeseen event, please email or call me *prior to the start of class*. An **allowance of one absence will be given** to all students. Each additional absence will result in five points deducted from the Participation grade. It is expected that students arrive to class on time, **prepared**, and stay the entire duration of the class session. If for any reason you must leave class early, please notify instructors before class. Additionally, all cell phones and electronic devices should be **muted** during class.

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Students are expected to use Prim Library Resources for:

1. Books
2. Electronic databases (peer-reviewed research articles, reviews, newspaper and magazine articles) Lib
3. Guides: <http://Libguides.sierranevada.edu> (instructions about how to use resources)

**Sanctions for Cheating and/or Plagiarism
The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
 - 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
 - 3rd Offense: Student is expelled.
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Grading Policy

Your final grade will be calculated based on the various components of the course, with the following point distribution –

Discussion/Attendance	80 points	(5 Points Each; x16 Classes)
First Action Plan	35 points	
Second Action Plan	35 points	
Field Experience/Reflections	100 points	(20 Points Each; x5 Events)
Midterm Project	100 points	
Final Project	<u>150 points</u>	

500 points total

Semester letter grades will be assigned as follows:

A = 475 - 500 points	C = 365 - 379 points
A- = 450– 474 points	C- = 350 - 364 points
B+ = 430 - 449 points	D+ = 330 - 349 points
B = 415 - 429 points	D = 315 - 329 points
B- = 398 - 414 points	D- = 300 - 314 points
C+ = 380 - 397 points	F = 299 points and below

Course Requirements:

1. Class Discussion and Attendance (x16)

An important element of the class is discussion and engagement. Students greatly contribute to the overall level of learning through discussion of various topics as well as in reflective assignments. Students can miss one class without having points deducted. Students need to notify the Professor before class begins if they will be absent. Each class attendance is worth 5 points.

2. Action Plan (x2):

Students will create two communication and integration Action Plans over the semester. The first is due by the beginning of the third week (August 31). The second Action Plan is due by December 7. Action Plans should incorporate specific goals, timelines, and strategies to actively practice new communication and cultural knowledge in academic, social, and professional settings. Each plan is worth 35 points.

3. Field Experience & Reflections (x5)

Instead of meeting in the classroom on Wednesdays, students are assigned to apply Monday's new theoretical linguistic and cultural knowledge in practical social settings. Students will attend a total of five organized events to utilize various integration and communication methods discussed in class. Students are assigned to record the events by taking notes and recording post-event video reflections. Students will be graded according to their ability to clearly, effectively, and professionally analyze their experience how cultural factors impact communication. Two reflections are due by September 28. The next three reflections are due by November 30. A grading rubric will be provided. Each event is worth 20 points.

4. Midterm Project:

Students will present a midterm project demonstrating their advanced speaking and listening skills after six weeks of study and application. A two-page written analysis (APA format) will compare two Field Experiences and the corresponding reflections to identify student growth and understanding as well as areas of future investment in academic, social, and professional dialog. Students will be graded according to their ability to clearly, effectively, and professionally present the analysis. A grading rubric will be provided. The Midterm Project is worth 100 points.

5. *Final Project:*

Students will present a final project using video, image, and/or audio methods demonstrating advanced academic speaking and listening of conversational skills. Students will analyze and compare three *new* Field Experience Reflections, showcasing advancements in their communication skills since the Midterm Project. Students will be graded according to their ability to clearly and professionally demonstrate how they achieved specific development goals through reflective analysis of experiential applications. Instructions and a grading rubric will be provided. The Final Project is worth 150 points.

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu, office in Prim Library: PL-304.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

The Sierra Nevada College Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts	Professional Preparedness
Entrepreneurial	Thinking Sustainability

Class Schedule**Tentative Course Schedule**

Date	Topic	Assignments Due
8/17/15	Introductions; Syllabus; Student Info Sheets	
8/24/15	What is Culture? Culture's impact on identity and worldviews; Important terminology	
8/31/15	Cultural Comparisons: My Culture & the U.S. Culture	Student Info Sheet Action Plan #1
9/7/15	<i>Labor Day - No Class</i>	

9/14/15	Culture Shock & Homesickness; Home Country Relationships; Campus Resources; Adjustment Strategies	
9/21/15	U.S. Culture; Academics; Campus Life	
9/28/15	Expectations Vs. Experiences International Students in The U.S.	Field Experience Reflections (1 & 2)
10/5/15	Initial Transition to the U.S.; Scripts & Strategies	Midterm Project Action Plan #2
10/12/15	Student Success Strategies	
10/19/15	U.S. Academics: Student Responsibilities & Educational Ethics	
10/26/15	Campus Leadership & Community Engagement: Service Learning, Volunteering, & Internships	
11/2/15	Cross-cultural Management & Resources	
11/9/15	Professional Development: Networking Skills	
11/16/15		
11/23/15	<i>Thanksgiving – No Class</i>	
11/30/15	Culture Shock & Homesickness; Home Relationships, Campus Resources, and Strategies	Field Experience Reflections (3-5)
12/7/15	Final Action Plan Presentation Due	Final Project