



Department Foreign Language Department
Subject: Foundation English III
Course Number: E40103
Credit 2
Teaching Period 4 periods per week
Grade Level 11
Term 01
Academic Year 2009
Instructors: John Ley, Niall MacLachlan, Dr. Don Persons

Course Description: This is an upper-level section of the M5 Foundation English III course and focuses on skills development in practice.

Course Objectives:

- Write effective short essays or reports using techniques of description, narration, comparison/contrast, and exposition
- Summarize and respond to academic texts and English literature
- Demonstrate comprehension of CUTEF listening / conversation questions
- Score 7 or higher in an IELTS style interview
- Describe complex objects and processes
- Exhibit intelligible, coherent discourse with some fluidity of expression in hypothetical situations

Required Materials: *Academic Encounters: Human Behavior*. Bernard Seal. Cambridge University Press.

A4 lined writing paper.

Grading:	Assignments	40%
	Behavior	10%
	Midterm exam	20%
	<u>Final exam</u>	<u>30%</u>
	TOTAL	100%



M5 E40103 Foundation English III
Brief Teaching and Evaluation Plan

W	Date/ Periods	Content	Learning Outcomes	Materials
1	May 12-15 (1 st –4 th periods)	Syllabus and course objectives; Assignments; The two most common written errors	Demonstrate a familiarity with the course syllabus, including course content and evaluations; follow a systematic procedure to eliminate writing errors	Course syllabus Assignments M5 <i>Correction Symbols</i> handout
1		Vocabulary in context	Use contextual and morphological clues to determine the meaning of unfamiliar vocabulary;	Vocabulary Drills and Exercises
2	May 18-22 (5 th –8 th periods)	Dictation; reading	Demonstrate familiarity with a written text gained through active processing of the text, including taking and giving dictation	<i>Academic Encounters: Human Behavior</i> pp 5-8 “What is Stress?”
2		Paraphrasing and summarizing	Follow a systematic process to summarize a text without plagiarizing	<i>Academic Encounters: Human Behavior</i> pp 11-13 “Stress and Illness”
3	May 25 - 29 (9 th –12 th periods)	Sentence structures; articles	Construct simple, compound, and complex sentences, correctly using articles before nouns.	M5 <i>Articles</i> and <i>Countable Nouns</i> handouts
3		Develop an experimental design; summarizing	Develop experimental design on stress in adolescents; summarize a text after active reading	<i>Academic Encounters: Human Behavior</i> pp 14-17 “Coping with Stress”
4	Jun 1-5 (13 th –16 th periods)	Reading Speed; Reading Attitudes and Behaviors	Measure own reading speed; articulate strategies to improve reading speed; describe self as reader	<i>Academic Encounters: Human Behavior</i> pp 42-44, “Wellness”; <i>Self as Reader</i>
4		Skimming and Scanning	Skim a text for main ideas; scan a text for specific details	Book Reports; <i>More Reading Power</i> ;

5	Jun 8-12 (17 th -20 th periods)	The Reading Process	Describe and Synthesize opinions on the reading process;	Reading, “The Nature of the Reading Process”
5		Listening to a Lecture; making a Presentation	Demonstrate comprehension of an academic lecture; describe qualities of a good PowerPoint presentation (in anticipation of the students’ own)	<i>Academic Encounters: Human Behavior</i> (CD); a five-minute PowerPoint presentation by the instructor
6	Jun 15 - 19 (21 st -24 th periods)	Paragraph structure; reasons and examples	Describe the structure of a paragraph; use long transitions (<i>The first reason is [that]</i>) to list reasons; use transitions to give examples, including <i>for example</i> and <i>such as</i> ; construct a paragraph listing reasons supported by specific examples	“ <i>First Steps in Academic Writing, A Good Place to Go</i> ”
6		Listing definitions	Write a listing paragraph; distinguish between operational and theoretical definitions; summarize a reading; Gerunds as subjects	<i>Academic Encounters: Human Behavior</i> pp 49-51, “Defining Adolescence”; pp 52-55, “Physical Changes in Adolescence”; <i>Gerunds</i> handout
7	Jun 22 - 26 (25 th -28 th periods)	Listing Steps in a Process; SQR3	Describe and apply the SQR3 reading method	<i>Academic Encounters: Human Behavior</i> pp 56-63, “Cognitive and Social Development in Adolescence”
7		Describing changes	Describe changes; Personal writing; List of successful and unsuccessful flirting procedures;	<i>Academic Encounters: Human Behavior</i> pp 74-79, “Initiating Relationships”
8	Jun 29 – Jul 3 (29 th -32 nd periods)	Integrating reading and listening	Describe correlations between two variables presented graphically; describe the relationship between readings and a lecture	<i>Academic Encounters:</i> pp 184-187 “The Nonverbal and verbal First Encounter;” Book reports
8		Discourse	Assemble and review resources on flirting.	

9	Jul 6-10 (33 rd –36 th periods) (July 7-8 are vacation days)	Presentations	Use PowerPoint to make a five-minute presentation, responding to any questions asked; demonstrate comprehension of and a critical response to classmates' presentations	
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10	Jul 13 - 17	MIDTERM EXAM		
11	Jul 20 - 24 (41 st –44 th periods)	Paragraph structure vs. essay structure; listing types of essays	Describe the structure of an essay; list types of essays; write an expository essay	“Culture Logic, and Rhetoric”; “Types of Essays”
11		Outlining an essay; introductions and conclusions	Outline an essay; write an opinion essay (iBT TOEFL independent task) with an introductory and concluding paragraph	“The Introductory Paragraph”, “The Concluding Paragraph”
12	Jul 27 - 31 (45 th –48 th periods)	Comparison/Contrast	Employ both linear (block) and zig-zag (point-by-point) organization to compare and contrast; Analyze differences and similarities between two works of art and organize this information into a compare/contrast essay	<i>Art Comparisons</i>
12		Interviewing Skills	Explain a score of 7 band descriptors for an IELTS Interview; Practice in threes with field interviews like in news reporting (interviewer, interviewee, recorder); Book Reports as Interviews	Interview Practice
13	Aug 3 - 7 (49 th –52 nd periods)	Relative clauses; listing steps in a process; writing a narrative	Distinguish between type 1 and type 2 relative clauses and punctuate these clauses correctly; list functions of friends; write a narrative illustrating it, employing type 1 and type 2 relative clauses	<i>Essential Grammar in Use; Relative Clauses exercise; Academic Encounters: Human Behavior</i> pp 188-191 “Friendship Functions”

13		Listing values and functions; integrating reading and writing	List values and functions; write an integrated opinion essay (TOEFL)	<i>Academic Encounters: Human Behavior</i> pp 192-195, “Friendship Rules”
14	Aug 10 - 14 (53 rd –56 th periods) (Aug 12 is Mother’s day)	Reading for Main Ideas; contrasting two concepts; thinking critically	Identify the main ideas of texts and parts of texts; respond critically to two contrasting texts	<i>Academic Encounters: Human Behavior</i> pp 196-201, “Similarity” and “Complementarity”
14		Reading for detail, listing types	Match details to general concepts in a reading; write an expository essay listing the different types of love	<i>Academic Encounters: Human Behavior</i> pp 202-207, “Types of Love”
15	Aug 17 - 21 (57 th –60 th periods)	Speed reading; responding critically to a text	Measure own reading speed and compare with previous reading speed; respond critically to a text	<i>Academic Encounters: Human Behavior</i> pp 208-212, “Gender Differences in Loving”
15		Listening to dialogues and lectures	Demonstrate comprehension of short dialogues and longer conversations and lectures	CUTEF dialogues; iBT dialogues and lectures
16	Aug 24 - 28 (61 st –64 th periods)	iBT TOEFL reading	Demonstrate comprehension of iBT TOEFL readings by answering practice questions; Students will make observations and assess testing strategies	iBT TOEFL reading questions
16		iBT TOEFL reading		
17	Aug 31 – Sep 4 (65 th –68 th periods)	Describing Charts and Tables; Populations and Demographics	Use expressions of quantity to describe demographic information presented in the form of charts or tables	<i>Demographics</i> exercises
17		Describing a process; IELTS writing task 2	Describing processes; Practice orally and refine it in written form.	IELTS Writing Task 2
18	Sep 7 - 11 (69 th –72 nd periods)	<i>Discourse and Debate</i>	Open forum on student concerns	
18		Discourse and Debate	Open forum on public concerns	

19	Sep 14 - 18 (73 rd - 76 th periods)	Presentations	Use PowerPoint to make a five-minute presentation, responding to any questions asked; demonstrate comprehension of and a critical response to classmates' presentations	
19		Presentations		
20	Sep 21 - 25 (77 th - 80 th)	Final Examination		

1. Assignments (40 Points total)
 - a. Pre-Midterm (20 Points) Assignments A and B
 - b. Post-Midterm (20 Points) Assignments C and D

2. Midterm (20 Points Total)

Divided into three (3) parts: Listening (CUTEP); Interview (IELTS); Integrated Writing (TOEFL)

3. Behavior (10 Points) Power point Presentations, Q & A and/or Group Discussions

4. Final Examination (30 Points)

Divided into three (3) parts: Listening (IELTS), Integrated Speaking and Writing (IELTS Process Task)