ESL 15: CONVERSATION and CULTURE in the U.S.
Instructor: Lois Bostwick, M.A.

E-mail: bostwick_lois@smc.edu
Phone: (310) 434-4260
Fax: (310) 434-3627

Course: # 2170
F 8:00-11:00
ESL Room 105
Fall 2009

Purpose: The purpose of ESL 15 is to help advanced students whose first language is not English to understand and speak English more clearly and fluently. Students read about cultural issues, learn vocabulary/idioms, speak in pairs, small groups, class discussions, brainstorm sessions, and make oral presentations.

Description: ESL 15 is a 2 unit 3 hour per week academic course for non-native speakers of English who place at the "A", "B", or "C" levels on the SMC ESL Placement Exam. Students whose verbal ability is at the intermediate level are encouraged to enroll in ESL 10.

Texts: Required Bookstore Address: http://bookstore.smc.edu
Tapestry, Listening & Speaking 4 by Fragiadakis and Maurer

Optional
Oxford Collocations Dictionary for Students of English
Newbury House Dictionary
Chartbook: A Reference Grammar by Azar
The ESL Miscellany by Clark et al.
Video: Breaking the Accent Barrier by Stern

Materials: 9 Scantron sheets
#2 pencil(s)

Attendance: Attendance at all class sessions is mandatory since instructional activities are difficult to repeat outside the classroom. If a student misses more than 2 classes or is late or leaves early more than 2 times, the student will be dropped. Two tardies or early departures equal one absence. Students are responsible for withdrawing from the course and should check the drop deadlines.

Tutoring: Tutoring is available in the ESL Center for homework help, question-answer practice, pronunciation and intonation practice, and the final speech.

Homework: Students spend a minimum of 4 - 6 hours per week on homework; homework is due at the beginning of class and will be graded.

Group Work: Students work cooperatively in pairs or small groups to discuss cross-cultural issues from Tapestry 4, practice conversation starters from the handouts which they will receive from the instructor, and problem-solve. Students use only English in class.

Vocabulary: Students learn, use, and are tested on 10 vocabulary words from nine chapters in Tapestry 4. The total vocabulary is 90 words. Take home tests include using the word in a well written sentence, defining the word, and identifying the part of speech of the vocabulary word. In class oral practice includes students asking and answering questions using the vocabulary and listing the different parts of speech e.g. noun, adjective, adverb.

Quizzes: Students are tested on Tapestry 4, Chapters 1-9 on vocabulary and comprehension. The quizzes are on Scantron answer sheets.
(no make-up quizzes)

Oral Narrative: Students tell the class about an experience they had with culture shock.

Speech: Students give a 5-minute speech explaining a cultural difference between their country and the United States. No speech = fail in course.

Additional Assignment: Students will write 2 questions about some aspects of American culture, and then ask these questions to an American. These answers will be written by the student, reported to the class, and graded by the instructor.

Final: Students take an objective final exam on cross-cultural communication issues, conversation starters, vocabulary, and listening. No final = Fail in course.

Policies: Follow SMC Academic Conduct Policy. No copying of homework, quizzes, the final. No notes used during quizzes/final. No restroom breaks during quizzes/final.

No food or drinks especially coffee or Coke are permitted in the classroom. All pagers must be set on "silent", and all cell phones must be shut off. Cell phone disturbance during class will result in one point subtracted from your final grade.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary and comprehension quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Listening comprehension quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>5%</td>
</tr>
<tr>
<td>Oral narrative</td>
<td>10%</td>
</tr>
<tr>
<td>American culture interview</td>
<td>20%</td>
</tr>
<tr>
<td>Final speech</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>5%</td>
</tr>
</tbody>
</table>

A = 100%  B = 89%  C = 79%  D = 69%  Fail = 59% and below or no final

Final Grades are online – ID# & birth date

ESL 15 Course Calendar/Study Plan – Fall 2009

- subject to change

Week 1

ID Cards, student introductions
Course Information Sheet explanation
Grammar exam (30 minutes); students should score over 20 points to successfully participate in ESL 15
Video: Bridging the Culture Gap
HW: Ch 9 "Being An Immigrant—Culture Shock and Adaptation"
Read pages 185-201.
Write the answers to the questions on p. 189 and be prepared to discuss them in class.
Do p. 191
Do vocabulary list from Ch. 9 in *Tapestry*.

**Week 2**
9/11
Chapter 9 group discussions and activities
Topic: mainstream American values
discuss "Alligator River"

**Week 3**
9/18
quiz Ch. 9
topic: adjustment process in culture shock
**Video:** *Breaking the Accent Barrier*
Ch. 1 "Small Talk—Not Deep, But Important"

**Week 4**
9/25
Ch 1 group discussions and activities
Topic: conversational involvement
"Conversation Starters"
quiz Ch. 1

**Week 5**
10/2
Ch. 2 "High-Tech Communication— A Curse or a Blessing?"
topic: direct vs. indirect communication
"Conversation Starters"
listening quiz

**Week 6**
10/9
Ch 2 group discussions and activities
oral presentation: reporting survey results
quiz Ch. 2
topic: conversational styles
oral narratives on culture shock
Ch. 3 "Humor—Can Laughter Be the Best Medicine?"

**Week 7**
10/16
Ch. 3 group discussions and activities
oral presentation: a humorous anecdote
topic: small talk
oral narratives

**Week 8**
10/23
Ch. 3 quiz
group questionnaire: verbal communication
Ch. 4 "Academic Dishonesty—How Common Is Cheating?"

**Week 9**
10/30
Ch. 4 group discussions and activities
oral presentation: honesty panel
Ch. 4 quiz
group questionnaire: non-verbal communication
"Conversation Starters"
Ch. 5 "Exporting American Culture—McDonaldization of the World?"

**Week 10**
11/6
Ch. 5 group discussions and activities
group questionnaire: relationships
Ch. 5 quiz

Week 11
11/13 holiday
American interview culture report
Ch. 6 "Medical Ethics: Should Doctors Ever Lie?"
topic: ethnocentrism

Week 12
11/20
Ch. 6 group discussions and activities
Ch. 6 quiz
topics: non-verbal communication and intercultural misunderstanding
Ch. 7 "The Time Bind—Are Twenty-Four Hours A Day Enough?"

Week 13
11/27 holiday
Ch. 7 group discussions and activities
Ch. 7 quiz
topic: child-raising and young adulthood
Final speeches
12/4
Ch. 8 “Marketing Techniques—Are We Really Influenced?”
topic: treatment of the elderly
Final speeches

Week 14
12/11
Topic: How to behave in a job interview
Ch. 8 quiz
Final Speeches

Week 16
Final Exam 8–11:00 12/18

No early exams are allowed.
ESL 15

Vocabulary from Tapestry 4 Listening and Speaking

Directions: You will be responsible for understanding the meaning of the following vocabulary and being able to use the words in complete sentences. Your work must be turned in on time and will count for 10% of your final grade.

1. Define the word as it is used in the text. (Many words have more than one meaning; write the meaning that fits.)
2. Write a sentence that you might use in our class discussion or at home with family or friends.
3. Write your own sentence. Do not copy from a dictionary or any website.

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Chapter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. strained</td>
<td>1. etiquette</td>
<td>1. witty</td>
</tr>
<tr>
<td>2. reserved</td>
<td>2. daydream</td>
<td>2. alternative</td>
</tr>
<tr>
<td>3. dull</td>
<td>3. distracted</td>
<td>3. discrepancy</td>
</tr>
<tr>
<td>4. elaborate</td>
<td>4. precious</td>
<td>4. perspectives</td>
</tr>
<tr>
<td>5. uttering</td>
<td>5. anticipation</td>
<td>5. anxiety</td>
</tr>
<tr>
<td>6. coach</td>
<td>6. obscene</td>
<td>6. depression</td>
</tr>
<tr>
<td>7. taboo</td>
<td>7. chat</td>
<td>7. eliminate</td>
</tr>
<tr>
<td>8. worthy</td>
<td>8. outraged</td>
<td>8. spontaneous</td>
</tr>
<tr>
<td>9. desperately</td>
<td>9. restrictions</td>
<td>9. simultaneously</td>
</tr>
<tr>
<td>10. enthusiastic</td>
<td>10. ice-breaker</td>
<td>10. stimulate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 4</th>
<th>Chapter 5</th>
<th>Chapter 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. plagiarize</td>
<td>1. icons</td>
<td>1. infant</td>
</tr>
<tr>
<td>2. ethics</td>
<td>2. incongruous</td>
<td>2. pediatrician</td>
</tr>
<tr>
<td>3. questionnaire</td>
<td>3. threat</td>
<td>3. inflexible</td>
</tr>
<tr>
<td>4. anonymous</td>
<td>4. ally</td>
<td>4. crisis</td>
</tr>
<tr>
<td>5. elite</td>
<td>5. overreacting</td>
<td>5. precedent</td>
</tr>
<tr>
<td>6. severe</td>
<td>6. dominance</td>
<td>6. deceive</td>
</tr>
<tr>
<td>7. collaboration</td>
<td>7. pervasive</td>
<td>7. betrayed</td>
</tr>
<tr>
<td>8. appalling</td>
<td>8. competitor</td>
<td>8. remedy</td>
</tr>
<tr>
<td>10. appropriate</td>
<td>10. aspects</td>
<td>10. therapeutic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 7</th>
<th>Chapter 8</th>
<th>Chapter 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. exhausted</td>
<td>1. technique</td>
<td>1. eccentric</td>
</tr>
<tr>
<td>2. precisely</td>
<td>2. vague</td>
<td>2. ambiguous</td>
</tr>
<tr>
<td>3. hectic</td>
<td>3. promotion</td>
<td>3. eloquent</td>
</tr>
<tr>
<td>4. chaos</td>
<td>4. probing</td>
<td>4. adapt</td>
</tr>
<tr>
<td>5. haven</td>
<td>5. lure</td>
<td>5. assimilate</td>
</tr>
<tr>
<td>6. penalized</td>
<td>6. scent</td>
<td>6. generic</td>
</tr>
<tr>
<td>7. frustrating</td>
<td>7. retailers</td>
<td>7. take advantage of</td>
</tr>
<tr>
<td>8. predicament</td>
<td>8. efficiency</td>
<td>8. stress</td>
</tr>
<tr>
<td>9. seek</td>
<td>9. conformity</td>
<td>9. expand</td>
</tr>
<tr>
<td>10. refuge</td>
<td>10. colleague</td>
<td>10. endure</td>
</tr>
</tbody>
</table>