



ALI 224-10105 **Fall 2018**
Low Intermediate Oral Skills for International Students

Professor Kimberley Briesch Sumner
Email: kbriesum@usc.edu
Phone: 213-740-0065

Course Info: TTR 2-3:20 pm THH 205
Office: Royal Street Structure 106
Office Hours: By appointment

Course Description:

ALI 224 is a low-intermediate level course for both undergraduate and graduate level students. This course explores aspects of oral and aural language in the American university setting including skills in listening comprehension, speaking fluency, vocabulary building, pronunciation, and oral grammar. Students will develop listening and speaking skills through lecture and peer note-taking, formal and informal conversations, and oral projects and presentations. In addition, students will learn key grammatical structures and pronunciation principles to facilitate effective communication. Students are expected to attend ALI conversation group (to be explained in more detail at a later date) and to complete all assignments. Students should expect to develop autonomous and collaborative skills both in and outside of the classroom.

Course Goals and Objectives:

The goal of this course is to help you improve various aspects of oral and aural communication of English to help facilitate and meet the needs of university life and university-level academic coursework. Your instructor will focus on various language and communication topics and techniques in order to support your maximum development as learners and participants at this university.

Course Materials:

- College rule standard 8.5" x 11" loose-leaf notebook paper (no miniature paper please)
- 1 1" 3-ring binder or 1 2-pocket folder (for various course handouts)
- Required Texts: None at this time.

Major Course Requirements and Grade Breakdown:

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| • Homework Assignments, Attendance, and Class Participation | 25% |
| • Oral projects | 25% |
| • Mid-Semester assessment | 25% |
| • End of Semester Presentation or Assessment | 25% |

Grades and Course Completion:

To receive credit for this class, students must:

- Attend classes regularly and arrive on time.
- Participate actively. Active participation consists of daily attendance and interaction with the instructor/classmates on all group work in the classroom and out.
- Complete ALL course requirements successfully (a course average of less than 70% will result in a grade of NC). A successfully completed assignment is finished on time, is thorough, and is of high quality.

ALI 224 is a credit/no credit (CR/NC) class, which means that you will not receive a final letter grade (A/B/C/F) on your USC transcript (i.e., it will not affect your GPA). Assignments are given to prepare for and practice material that is covered in class. Since this is a proficiency-based course designed to help improve your academic listening and speaking skills, your proficiency in these skills at the end of the course determines whether you will need an additional class or not. Therefore, it is in your own interest to do your best to participate fully in every assignment.

Upon completion of ALI 224, many students will move on to ALI 234 (Intermediate Oral Skills) for more skill development and practice. However, students who show minimal improvement in their listening and speaking skills may be required to retake ALI 224. In other words, even if you receive credit for ALI 224 for doing all the assignments, you may be required to retake ALI 224 or take an additional oral skills class if your speaking level does not meet ALI's standards for the next level or for release. Therefore, it is in your own interest to do your best on each assignment. Do not expect your speaking ability to improve simply by coming to class and putting minimum effort into your assignments. It will take diligent effort on your part. **As you probably know, very few students make significant progress if they spend most of their time speaking their native language;** you really should speak English at least 75% of the time to notice improvement.

You will have access to your course grade throughout the semester via Blackboard "My Grades." We will also discuss your course progress at mid-semester, but please feel free to discuss your grades with me at any time throughout the semester.

ALI Attendance Policy:

Students should attend every class and be punctual. If you have 3 hours of absence, it must be reported to the ALI student advisor. **More than 6 hours of absence will result in a course grade of NC (no credit)**. Absence is counted for *any* reason, including illness, emergencies, and conference attendance. (Athletes, please note that a written excuse for absence due to competitions must be filed with the ALI Student Advisor.) Attending class on time is also important since tardiness is an inconvenience to your classmates and professor. Coming to class late will also count towards the number of hours missed. Students who come to class more than 10 minutes late will also be marked absent rounded up to the next 30 minutes. Students consistently arriving more than a couple minutes late to class may also be marked absent for the time missed.

224 Homework/Assignments Policy:

- ❖ All homework assignments should be completed by the due date. **In the event that a homework assignment is handed in late, it can still be evaluated by the instructor and graded, but then will receive a reduction in points equivalent to one letter grade for each day the assignment is late**. Do not let this occur on a regular basis as it will quickly affect your ability to receive "credit" in this class; it can result in a "No Credit" and requirement to repeat the class next semester.

- ❖ If you are unable to attend a class, you must make arrangements to submit your work via a classmate, Blackboard, or e-mail submission. **If you miss a class, you are still responsible to submit your assignments on the due date.** If these options are impossible, you should send an e-mail to your instructor explaining why you cannot submit your work and request or offer a different submission option.
- ❖ There are no make-up days for exams. Therefore, it is not in your best interest to miss these important class days!! In the event of an extreme emergency, please contact your professor as soon as possible.

Classroom Courtesy and Etiquette:

- As a courtesy to your classmates and professor, please refrain from chatting with classmates when others are talking.
- The goal of this class is to improve many aspects of oral skills. Since this is an English class, the focus will be on communicating in English. Please use English as your mode of communication at all times while in the classroom. Also, while it is understandably easier to speak your native language to others from your home country, this can be uncomfortable to others in the class who don't speak your language and certainly defeats the purpose of being in an English class, so please use English only in the classroom.
- If you need to look up an unfamiliar word, first consider asking the instructor to explain the meaning or give a synonym; your question may help others with the same question and can create an opportunity for classroom learning.
- Use of electronic devices during class can be distracting. In order to promote a learning environment conducive to discussions and focused practice with your instructor and classmates, please do not use cell phones, laptops, iPads, etc. during class unless instructed to do so. Reserve time to check your e-mail, surf the web, text message, etc. for break time or before/after class.

USC's Admissions Requirements for English Proficiency:

The American Language institute adheres to the following university requirements:

“The ability to communicate effectively in English - to read, write and speak the language fluently - is vital to your success as a university student. USC graduate applicants are therefore expected to demonstrate English-language proficiency.”

Retrieved on August 16, 2018, from <https://gradadm.usc.edu/lightboxes/international-students-english-proficiency/>

Statement on Academic Integrity:

Plagiarism—presenting someone else’s ideas as your own, either verbatim or recast in your own words—is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*, https://studentaffairs.usc.edu/files/2015/11/SCampus-Final-112015_v8.pdf. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* (<http://studentaffairs.usc.edu/scampus/>) and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that original work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, if there is any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Students with Disabilities:

Any student requiring accommodation based on a disability is required to register with the Disability Services and Programs office (DSP) each semester. A letter of verification for approved recommendations can be obtained through DSP. Please be sure the letter is delivered to me as early in the semester as possible. For more information, see <http://dsp.usc.edu/>.

Discrimination, Sexual Assault, and Harassment:

Discrimination, Sexual Assault, and Harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity*, <http://equity.usc.edu/>, or to the *Department of Public Safety*, <http://dps.usc.edu/contact>. This is important for the safety whole USC community. Another member of the university community—such as a friend, classmate, advisor, or faculty member—can help initiate the report, or can initiate the report on behalf of another person. *Relationship and Sexual Violence Prevention & Services*, <https://engemannshc.usc.edu/rsvp/counseling-services/>, offers counseling free of charge, and the *Title IX Office* webpage, <https://titleix.usc.edu>, describes reporting options and other resources.

Support Systems:

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute*, <http://ali.usc.edu/>, which sponsors courses and workshops specifically for international students. *The Office of Disability Services and Programs*, <http://dsp.usc.edu/>, provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requiring accommodation based on a disability is required to register with the Disability Services and Programs office (DSP) each semester. A letter of verification for approved recommendations can be obtained through DSP. Please be sure the letter is delivered to me as early in the semester as possible.

Emergencies:

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information*, <http://emergency.usc.edu/>, will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

FALL SEMESTER

Dates	Topics and Assignments
Week 1 8/21-Day 1 8/23-Day 2	Course Introduction and Requirements; Diagnostics Student Introductions
Week 2 8/28-Day 3 8/30-Day 4	Conversation Skills and practice: Using Current Events to Make Conversation Vocabulary: Everyday Language
Week 3 9/4-Day 5 9/6-Day 6	Office Hours and Office Visit Etiquette Grammar: Monitoring for accuracy of past tense
Week 4 9/11-Day 7 9/13-Day 8	Conversation: Continuing to Build Confidence with Everyday Topics Student/Teacher Consultations: Practice Visiting a Professor's Office and Diagnostics debrief (Week 3 and 4) Social Competence: Joining Student Organizations and Forming Relationships Presenting about your Country and Hometown
Week 5 9/18-Day 9 9/20-Day 10	Grammar: Monitoring for accuracy of 3 rd person singular Pronunciation: Important Word Endings Presenting about your Country and Hometown
Week 6 9/25-Day 11 9/27-Day 12	Question Formation Practice End-of-Sentence Intonation

Dates	Topics and Activities
Week 7 10/2-Day 13 10/4-Day 14	Mid-Semester Assessment
Week 8 10/9-Day 15 10/11-Day 16	Dictionary Skills, Words from your major and Word Stress
Week 9 10/16-Day 17 10/18-Day 18	Student/Teacher Consultations: Discuss mid-semester assessment, grades, and student progress. Word Stress and Sentence Stress
Week 10 10/23-Day 19 10/25-Day 20	Giving a Formal Presentation: Parts of a Presentation Presentation Assigned—Informative Presentation: Explain an important concept from your major or something of interest to you.
Week 11 10/30-Day 21 11/1-Day 22	Giving a Formal Presentation: Attention Getters and Final Thoughts
Week 12 11/6-Day 23 11/8-Day 24	Presentation Week
Week 13 11/13-Day 25 11/15-Day 26	Thought Groups and Pausing Presentation Self-Reflections and Peer Evaluations Due Tuesday 11/13
Week 14 11/20-Day 27 11/22 THANKSGIVING HOLIDAY (NO CLASS)	End of Semester Assessment
Week 15 11/27-Day 28	Course Wrap-up Day