SYLLABUS

Instructor: Patricia S. Alikakos  
Course #: ESL 205/715 – Section 02  
Day/Time: M-W-F @ 3:30 – 4:30pm  
Class Location: LN 1402

E-mail: alikakos@binghamton.edu
Office Hours: M-W 2:20-3:20  
or by appointment.
Office Location: Whitney Hall - 326

Time and date: Fall 2015

Course Description: This course is designed to improve your listening and speaking abilities and help you gain proficiency and strategies to both give and critique oral presentations. This is a Community Engaged Learning course, which means that the main focus of the course will be on improving oral communication through community service and engagement. That is, you will be required to volunteer in the Binghamton community for one hour per week in relation to our course content and practice spoken English while benefiting the community in a particular way. This course will provide students with:

- Multiple opportunities to learn, practice, and strengthen various communication strategies in English through class discussion and conversations with native speakers
- The opportunity to use and hear authentic English language while benefitting the community
- Pronunciation practice
- Community and multimedia interaction
- Feedback from peers, English Speaking Assistants, and the instructor

Learning Outcomes: I designed this course with the idea that volunteering will benefit international students by engaging them in service, activities, and dialog with local residents and organizations while providing cultural value to the community. The goal of such a relationship is to mutually enrich cultural understanding and to realize the connection between community service and social change while practicing and improving English skills in an authentic environment. As you begin, set your service-learning goals by asking yourself, “How can I make _____ better?” “What can I learn/gain from this experience?” With this in mind, and by the end of the semester, students will be able to:

- Discuss service learning experiences through written and oral reflections
- Demonstrate understanding of social issues (e.g. poverty, hunger, education, community revitalization, etc.) through class discussions
- Describe and share various elements of students’ culture (e.g. traditions, holidays, language, etc.) with members of the community
- Examine the impact of various issues on BU students and local residents through direct involvement within the community
- Assist in creating and developing a plan that addresses a need for a particular organization
Textbooks & Supplies:
There is no required text for this class. Course packs and other materials will be posted on Blackboard to print out. However, you will need:

- A folder or binder that you will use only for this class for Blackboard and in-class handouts
- A notebook or notepaper in a binder to bring to every class
- An English-English dictionary
- Access to audio recorder.

Attendance: Your attendance to this course is crucial as what we do each day builds on what we did the day before. If you miss a class session, you will hinder your individual progress, and inadvertently that of the entire class. This course is a student-centered model, where students work collaboratively on a regular basis and have an active role in the classroom. If you are absent, you are affecting the class community as a whole.

If you miss class, it is your responsibility to do the work you missed and turn it in the next class period. I will not email you to tell you what you missed, nor remind you to turn in assignments. Keep in mind that not all work can actually be made up if it is done in class groups. I will not ask you why you have missed class. I will assume that you are choosing your absences wisely.

That being said, if you miss more than 5 classes for any reason, you will not receive credit in this course. This includes service-learning appointments. Consistent lateness will affect final grades. If you do not bring your course pack or other required material to class, you will lose 1 homework point for each day. Please respect your classmates by turning off any distracting devices before class and leaving the classroom only in case of emergency.

Course Requirements and Grade Distribution:

Group Presentation (10%)
This presentation involves presenting to the class as a group about one of your service-learning experiences. You will present background on the organization, its mission (how the organization helps the community), the service you provided and how it helped, and what you and your group members gained from the experience. You will critique yourself, as well as be evaluated by your classmates, the English Speaking Assistants and the instructor. Further instructions regarding these will be given at a later date.

Group Led Discussion (10%)
This presentation involves leading a class discussion on a given topic/issue related to your community service. You will critique yourself, as well as be evaluated by your classmates, the English Speaking Assistants and the instructor. Further instructions regarding these will be given at a later date.

Individual Presentation (20%)
You will give a 10-12 minute presentation as a culminating activity in which you will include reflections from your entire service-learning experience. You will be evaluated by your classmates, ESAs, and the
instructor. Your presentation will be recorded and you will complete a written critique of your presentation after watching your video.

**Journal Reflections (22%)**  
You will write a total of 8 journal reflections throughout the semester which will be based on your specific experiences in the community as well as your language progress. The first 7 journals will be worth 2 points each (14 points) and the 8th journal will be your final reflection worth 8 points. You will post your journals on BlackBoard and bring a hard copy to class to share during discussion.

**Attend a Conversation Circle, On/Off-campu Event, or Workshop (10%)**  
You will be required to attend 1 hour-long conversation circle, on/off campus event, or workshop on a topic of your choice. You will take notes and submit a 1-page written response of the presentation, including your thoughts, your reaction, and at least 2 things you learned. Then you will present your information to the class. *For this assignment, you must be active in checking the Campus Events Calendar, B-Line, and other resources to learn about events happening around campus and in the community.*

**Homework – notes on TED talks, blog posts, vocabulary journals, and other assignments (18%)**  
Homework is assigned throughout the semester – either in writing to hand in or to post on BlackBoard. It is important for practice as well as preparing you for what will happen in the next class period. Do the homework.

**Class Participation (10%)**  
This is an advanced listening and speaking course and oral participation is absolutely essential to your growth as an English speaker. However, class participation goes beyond speaking during class. Please see the criteria for class participation at the end of the syllabus.

**Grade Distribution**

- A = 95-100
- A- = 94-90
- B+ = 89-87
- B = 86-85
- B- = 84-80
- C+ = 79-78
- C = 77-75
- C- = 74-70
- D = 69-65
- F = 64 and below

*Graduate students receive a “pass” or “fail” in this course and must have a C to pass. I do not offer extra credit or make-up assignments so you must prepare quality work on assigned tasks throughout the semester.*

**Expected Coursework**

This course is a 4-credit course, which means that in addition to the scheduled meeting times, students are expected to do at least 9.5 hours of course-related work outside of class each week during the semester. This includes time spent completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written and oral assignments, and other course-related tasks. *(This information is provided in accordance with a motion recommended and approved by the Faculty Senate Executive Committee.)*
**English Speaking Assistants (ESAs)**
You will have the help of our class teaching assistants. These students are interested in helping you improve your academic skills as well as gaining experience for possible future teaching jobs. They are here as a resource for you. Please feel free to email or meet them if you have specific problems pertaining to this course.

**Plagiarism**
Plagiarism is defined by Binghamton University as “Presenting the work of another person as one’s own work (including papers, words, ideas, information, computer code, data, evidence organizing principles, or style of presentation of someone else taken from the Internet, books, periodicals, or other sources).” Notice that plagiarism involves *both written and spoken forms*, and is considered to be a very serious offense and can result in very serious penalties in North American universities. Throughout this course we will discuss how to quote and paraphrase (express material in your own words) material that you take from another source and how to document it. If you ever have questions about drawing the line between others' work and your own, ask me and I will give you clear guidance, or you may visit the *Purdue Owl Writing Lab “Is It Plagiarism Yet?”* [http://owl.english.purdue.edu/owl/resource/589/02/]. You may also consult with a librarian at the Binghamton University Bartle Library.

► **Note:** If a student plagiarizes, that student will receive a “0” grade for the assignment and further disciplinary action will be taken.

**Academic Integrity**
The work you do in this course must be your own. This means that you must be aware when you are building on someone else's ideas—including the ideas of your classmates, your professor, and the authors you read—and explicitly acknowledge that you are doing so. Feel free to build on, react to, criticize, and analyze the ideas of others; but, when you do, make it known whose ideas you are working with. **Please hold yourself to a high standard of academic integrity.**

**Integrity in Behavior**
Any behavior that could possibly interfere with learning will not be tolerated. This includes (but is not limited to):
- Cell phones ringing in class; any cell phone/iPad/iPod use; texting; wearing earphones.
- Private conversations when someone (e.g. professor, student, guest) is addressing the class.
- Conversations in your native language (this is disruptive to the class and considered impolite). *Please speak only English in class out of respect for others who are attending Binghamton University to further develop their English language skills.*

► **Note:** The first violation of this policy will be a verbal warning. Subsequent violations will result in deductions from participation grades.

► **Integrity in behavior** also includes your actions during your community service. As representatives of Binghamton University, you are expected to hold yourselves to a high standard.

*Welcome to ESL 205/715!*

*Get ready to work hard and have fun. I look forward to a wonderful semester working with you and getting to know you!*
Evaluation Criteria for Class Participation

Outstanding = 9-10 (A)

- Student is consistently prepared for the course by arriving on time ready to work.
- Student does not use, nor is distracted by his or her cell phone/ipod/ipad during class time.
- Student is enthusiastic about learning and has a positive impact on class atmosphere.
- Student participates actively in English, including volunteering to answer questions, sharing ideas, and responding to classmates’ ideas.
- Student consistently contributes actively to group activities, shows leadership and is crucial to getting the given task accomplished.
- Student consistently uses class time wisely.

Very Good = 7-8 (B)

- Student is usually prepared for class by coming on time ready to work.
- Student is sometimes distracted by his or her cell phone/ipod/ipad during class time.
- Student shows a positive attitude in class and helps create a positive classroom environment.
- Student participates regularly in English including some volunteering and sharing of ideas but usually just answers questions when called upon.
- Student usually contributes to group activities, stays on task, and listens to classmates.
- Student usually uses class time wisely.

Satisfactory = 6 (C)

- Student is sometimes prepared for class by arriving on time ready to work.
- Student is usually using or is distracted by cell phone/ipod/ipad during class time.
- Student is somewhat indifferent to learning and thus does not contribute to a positive class atmosphere.
- Student shows more passive than active participation but still knows what is going on in the class. This student resorts to their native language in small groups easily.
- Student sometimes contributes to group activities but is more a passive than active member.
- Student sometimes uses class time wisely.

Improvement Needed = 5 and below (D, F)

- Student rarely is prepared for class by arriving on time ready to work.
- Student constantly uses and is distracted by his or her cell phone/ipod/ipad during class time.
- Student shows a negative attitude towards learning and has a negative impact on the class atmosphere.
- Student does not participate actively, talks out of turn, is not respectful to the instructor or classmates and often is talking about things not related to the course.
- Student rarely contributes to group activities.
- Student rarely uses class time wisely.