

Class Plan Inquiry

YCC1201-21 (Semester 2, 2011)



Initial registration date	2011-07-27 00:24:07	Last modified date	2011-07-27 01:04:49
Course Title	Advanced College English I	Credits	2
lecture room	Sang 107	Lecture time	Wed 5 Fri 5

Professor in charge	McLaren Debra	Professor in charge	Undergraduate University
Lab	Baekyangwon 501	Contact	2123.4842
e-mail and office hour	maclellandj@hotmail.com Tuesdays 10-12pm		

Course Target	<p>Advanced College English I is an listenign and speaking course designed for freshman students (or students who have yet to fulfill the freshman English requirements) at the advanced level</p> <p>Student Outcomes:</p> <p>Listening:</p> <ol style="list-style-type: none"> 1. Students will listen for gist (on extended audio) 2. Students will listen for detail 3. Students will understand vocabulary through context 4. Students will infer meaning through tone and influction 5. Students will increase their listening accuracy with continued practice <p>Speaking:</p> <ol style="list-style-type: none"> 1. Students will learn how to converse in a variety of settings 2. Students will expand conversations 3.Studetns will increase vocabulary in more natural fluency 4. Students will gain confidence in speaking English 5. Students will give presentations in English 6. Students will communicate ideas, feelings and opinions in English in Group discussions
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<p>Course Objectives and Overview</p>	<p>Advanced College English I is an integrated, two-credit course designed to broaden the academic listening and speaking skills of students at the high and advanced levels. The course exposes students to a variety of listening and speaking strategies necessary for successful communication in academic environments, as well as independent study at a tertiary level. Students will engage interactively in discussions, debates, speeches, and presentations. They will also be required to utilize various note taking methods for extended listening. Students will be encouraged to develop cooperative learning habits by working collaboratively in pairs and small groups. Students are also expected to create their own opportunities outside class-hours to further enhance their speaking and listening skills.</p> <p>This course will enhance students' speaking and listening skills for academic purposes. Students will participate in a variety of pre-prepared and spontaneous oral / aural projects that will help them consolidate the academic speaking and listening skills necessary to cope with university-level study. They will also be exposed to longer authentic listening passages for extended periods of time. Students will listen to and take notes on live and recorded lectures and use course topics to practice speaking skills required in academic settings. Through these practices, students will become both persuasive speakers and discerning listeners.</p>
<p>Prerequisite (Prerequisite Learning)</p>	<p>Students must take the required level test in order to enroll in this course.</p>

Course operation method	<p>This course takes an integrated skills approach. Class time should focus on the productive skill of speaking with some listening skills and strategies taught explicitly. However, the majority of the listening activities and strategy reinforcement should be performed outside of class. Students are expected to actively participate in pair and small group activities. The instructors should monitor individual performance in terms of vocabulary, accuracy, and pronunciation in order to provide regular feedback.</p> <p>Students will be given homework per week. This should include out-of-class activities (ie assigned listening passages, readings, research, project preparation, and online activities) as well as other assignments related to the course. Students should come to class prepared, having completed the assigned homework necessary to participate in class discussions and activities.</p>
Grading Method	<p>Attendance / Participation / Attitude: 15%</p> <p>Homework: 10%</p> <p>Midterm: listening 15%</p> <p>Final: oral 20%</p> <p>Presentation: 10%</p> <p>English Town Listening Project: 15%</p> <p>Group Videos: 15%</p>
Textbooks and References	<p>Quick Smart English (Advanced)</p> <p>By Maurice Forger</p> <p>**** supplementary material will be provided by the teacher</p> <p>****</p>

Professor Information		<p>My name is Debra MacLellan and I will be the instructor for this Advanced College English Listening and Speaking Class.</p> <p>First let me give you some background on about my education. I have a Bachelor of arts from st. Thomas University in Canada. I have Education Courses through Hillsborough College in Tampa, Florida and I have a Masters in Education through the University of Phoenix located in Phoenix, Arizona. In addition, I have a CELTA from Cambridge University in London. I have lived in Korea since 1998 and have been an instructor of English for all age levels. I have worked at the university level for the past five years. I grew up in a small town called Mabou in Nova Scotia, Canada. Most of my family lives in Canada at the present time. There are roughly 300 families in Mabou so as many of you can guess, it's a very small town. I moved to Korea in 1998 and fell in love with it immediately. There are many things I like about Korea but in particular, the food. My favorite Korean dish is Dukalbi and I love spicy food. I also like to travel, read, hike and photography. I am interested in languages; besides English, I speak French, some Gaelic and I'm hoping to improve my Korean. I look forward to getting to know all of your throughout this course.</p>		
TA Information		NA		
Summary		Will be posted on YSEC		
week	term	Class contents	Textbook Range, Assignment	Remarks
1	2011-09-01 2011-09-07	<ul style="list-style-type: none"> • Introduction to the course, making groups, and registering for online class website <p>Small Talk: Who, What, Where, When, Why Examples CT: Hobbies & Interests</p>	TBA	(9.1) Fall semester classes begin (9.5 ~ 9.7) Course add and drop period

2	2011-09-08 2011-09-14	<p>Evaluating Good and Bad Examples of Small talk Scenarios Examples: Students make short scripts Rejoinders & Follow-Up Questions</p> <p>Chapter 1 Advertising and Media Group discussion-advertisement pictures and informercials Group examples-Student need to prepare an infomercial for Video 1 Unit 14: Do We Need Someone to Look Up To? Role Models Students in small groups discuss role models BreakDown of Morality: Article Small group discussion</p>		(9.11 ~ 9.13) Chuseok Holiday
3	2011-09-15 2011-09-21	<p>• Breakdown of Morality & Discussion</p> <p>Unit 2: Are the Arts Relevant? Group discussion on the arts A picture is worth a thousand words What is considered art? Students lead discussion on art based on their photos, pictures or objects</p>		
4	2011-09-22 2011-09-28	<p>Unit 3: What Would You Do To Succeed? What is success? Is it the same for everyone? College cheating-article Small Group Discussion Research famous person and tell the class why this person is successful and what they do to achieve the success</p>		(9.28) Course withdrawal
5	2011-09-29 2011-10-05	<p>Unit 4: Are you looking at me?</p> <p>Bullying: Controversy Who, what, when, where, why, how?</p> <p>Research someone who was bullied and prepared to tell the class the story</p>		(9.29 ~ 9.30) Course withdrawal (10.3) National Foundation Day

6	2011-10-06 2011-10-12	Unit 5: Are We All Fashion Victims? What is it important? Fashion Verses Fashion Crime? Fashion police Small Group Discussion- Current Trends Take a picture of fashion verses crime in Korea- explain your reasons to the class		(10.7) First third of the semester ends
7	2011-10-13 2011-10-19	Unit 7: Does Economics Really Effect me? Group Discussion What is Economy? How do changes affect you? Research changes in the last year and present the effects to the class. Small group presentations		
8	2011-10-20 2011-10-26	Midterms-Listening		(10.20 ~ 10.26) Midterm Examinations
9	2011-10-27 2011-11-02	Unit 8: Does the Earth Need Rescuing? Global Warming Natural Disasters Alternative energy World Population Group presentations		
10	2011-11-03 2011-11-09	Unit 9: What Does it Mean to be Independent? Unit 10: can't we just do what we Want? Are rules important? Social rules Independence & Freedom		
11	2011-11-10 2011-11-16	Unit 11: Will We Ever Have Peace? Crime and Criminals Terrorism Achieving Peace? How? Is it possible? Case Management: choose the punishment with reasons		(11.15) Second third of the semester ends
12	2011-11-17 2011-11-23	presentations Presentations		

13	2011-11-24 2011-11-30	Unit 12: Are We All Online Now? Unit 13: Do You Trust the Media? Internet and Cybercrime? Biased Media: News Social networking		
14	2011-12-01 2011-12-07	Unit 15: what's a normal family? What's a nuclear family? Lessons Rewards and Punishments Importance of Family Describing Family (presentation)		
15	2011-12-08 2011-12-14	Unit 17: Is Science Making Life Better? Unit 18: Are We Doing Enough to Help? Liveing to be 2000- Article Small Group Discussion		
16	2011-12-15 2011-12-21	Finals (interviews)		(12.15 ~ 12.21) Final examinations

* Important notices regarding the change of the regular semester's operation method

Class or self-study in the state where the test is not taken into consideration in consideration of the mid-term period (2020.5.8.-5.12.) And the final period (2020.6.22.-6.27.) Should proceed. * According to Article 57-2 of Yonsei University School Regulations, students with disabilities may request teaching and learning support for attendance, lectures, assignments, and examinations through interviews with their professors before and after the start of the semester. Assistance is available through the Faculty or Disability Student Services Office. Here are some examples of possible disabilities by class, assignment, and exam. (However, the actual support content may vary depending on the nature of the lecture.) [Lecture] -Visually impaired: teaching materials (digital, braille, enlarged textbooks, etc.), essay help allowed -Retardation: teaching materials (digital teaching materials), Ghostwriting and teaching assistant helper allowed, designated seating arrangements - deaf: daepil / text translator helper allowed, lecture transcripts allowed - intellectual disability / autism disorders: daepil assistant and teaching mentor allow [assignment and exam] - visual impairment / disability / deaf : Extension of project submission deadline, adjustment of assignment and submission method, extension of test time, adjustment of test questions and response method, provision of separate place, linkage of helpers, etc. -Intellectual Disability / Autistic Disorder: Submission of individualization assignment and evaluation of alternative evaluation