



Saint Joseph University
Faculty of Arts & Sciences
Ecole Libanaise de Formation Sociale (ELFS)
 Necessary and Sufficient English Program
English for Specific Purposes (ESP):
 English for Real Communication

Level A

Fall 2004

Hours: Thursdays from 3:30* till 7:00 P.M.

Instructor: Mrs. N. Salem Abisamra

Email: nada@nadasisland.com || Class Web Page URL: <http://eslusi.tripod.com/fall04/>

You must bring this syllabus with you to class every time.

Tentative* Calendar / Meeting Dates (Thursdays) -- (14 meetings x 3 hrs. = 42 hrs.)

At the end of every session, jot down what you have learned next to each date.

Sep. 23	Introductions / Passport + Expectations / Strengths and Weaknesses - Building-up your Self Esteem —two-minute test- Introduction to writing (outline) + Oral Presentation Evaluation- HW: 10 Interview questions	Nov. 18	In-Class Persuasive Essay- Relationships between couples + friends / Friendship- (Equality/ Physical Disability)- Listening: Song "It wouldn't have worked out anyway"- (Tenses 2) (Relationships between Teenagers- Indirect speech)
Sep. 30	Build up your Self Esteem — Note-taking - Oral summary.	Nov. 25	Peer correction: based on 6 traits- Emotional Intelligence - 10 Commandments of Good Business
Oct. 7 (90')	Interview Questions & Answers: Informal Communication. Nervousness- Summarize/ paraphrase/quote -	Dec. 2	Mentoring / Tutoring : Listening – The Devil's Gift: Short Story + Narrative Elements
Oct. 14	Summary of Nervousness + peer editing/evaluation- Choose Theme & Topics for final exam- False Friends- HW: outline for exam topic (research the topic as well!)	Dec. 9	Health: Food pyramid - Georgetown Exam Preparation- Public Speaking - Exam Preparation / Project-- Research Paper / refereed articles & authoritative sources- Tenses- APA style (HW)
Oct. 21	Shyness- Essay outline - Essay: Introduction & Conclusion (mainly thesis & restatement of thesis)- Start Tenses (all tenses and the passive)- HW: Essay intro and conclusion	Dec. 16	Public Speaking (2)- Georgetown Exam Preparation- - (APA style)- (Medical Errors)- Team Building - Résumé / CV / Cover letter- Error analysis
Oct. 28	Verbs not to confuse - Quotes- Essay Introduction & Conclusion (Congress)	Dec. 23 (90')	Exam Preparation / Project-- Research Paper / APA style / refereed articles & authoritative sources (+ Talent Show?)
Nov. 4	Verbs not to confuse (continue/quiz)- Parents / Children : What Parents Owe their Children + Make your child a Leader: Oral Presentation- Job Description: Mom- Listening: Song " Chain of Love "	Jan. 13	Final Exam: Oral & Written Presentations +
Nov. 11	Course Evaluation- "Make your child a Leader" Oral Pres + Discussion- Transition words / coherence - Tenses - (Wisdom IQ Test)- (Paraphrase)- Persuasive Essays - HW: Prepare persuasive essay about parents and children.	Jan. 25	Reading Comprehension & Writing.

- Do not expect each reading, writing, and grammar lesson to be over on the assigned date.

- Peer evaluation is given a lot of importance this year. You need to take it seriously, take your peers' evaluations seriously, and be sincere in your own evaluations. Try to benefit yourself and others as much as you can.

- Brief oral presentations will take place almost every session. Be prepared to talk!

* This is just a tentative syllabus. It is subject to change at the teacher's discretion. Always check the web site for changes.

Description and Aims of the Course:

"ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." Hutchinson et al. (1987:19)

This course covers topics related to society and individuals in society, the areas generally defined by the human sciences. Since the major aim of this course is to help you to function properly in English in the real world when you need to, it will be tailored to your needs as much as possible and will only deal with items that are of some interest to you. The course will indeed cover all four language skills: reading, writing, speaking, and listening/ understanding. However, the main focus will be on oral and written expression. It will also provide an opportunity for personal language and learning skills development. The course integrates process and product-oriented approaches to language program design (White 1988) with content-based approaches to teaching academic writing (Shih 1986; Raimes 1991).

The course provides specific instruction in reading and note-taking skills, writing in academic contexts, oral presentation, as well as individual language development. Whilst the emphasis on communication strategies (Tarone and Yule 1987) and learning skills addresses the group of students as a whole, language development work is individualized as much as possible. You will receive informal training in self-directed learning strategies to enable you to make your own decisions about what your needs are, when, where and how to work, and what materials to use (Riley 1982); but this will only be done upon your own request.

Course Main Goals and Objectives**:

Writing Skills:

1. Use a process approach to writing papers with minimal guidance;
2. Compose fully-developed papers for a variety of purposes, including summaries and persuasive essays;
3. Develop good speech (persuasive) writing techniques;
4. Become more comfortable in preparing your own résumé / curriculum vitae (CV);
5. Develop formal (cover) letter writing techniques;
6. Do research based on authoritative sources, synthesize information, and write a well-organized and decent paper;
7. Give credit to the sources used in own paper (avoiding plagiarism: it is a serious offense!).

Oral / Speaking Skills:

1. Participate constructively in the exchange of ideas in a variety of settings: group discussions, presentations, interviews, debates, and formal introductions of self and others;
2. Make active use of a variety of verbal and non-verbal strategies appropriate to the situation to participate in social and academic situations including:
 - a. Functional expressions for everyday conversations
 - b. Active listening through eye contact, body language, and rejoinders
 - c. Posing appropriate questions and responding to questions
 - d. Expressing facts, ideas, and opinions and supporting an opinion
 - e. Managing the discussion by
 - i. Initiating and maintaining discussion
 - ii. Restating (paraphrasing) to connect and clarify ideas
 - iii. Interrupting politely and holding or passing the floor
 - iv. Summarizing and closing
3. Develop the skills of presenting Informative and Persuasive presentations:
 - a. Select, organize, analyze, and synthesize information from a variety of authentic sources to prepare oral presentations (informative and persuasive speeches) of approximately 10 minutes;
 - b. Use techniques to enhance speech and delivery, including
 - i. Speaker's notes
 - ii. Eye contact and body language
 - iii. Voice volume and sentence stress
 - iv. Pacing and appropriate pauses
 - v. Visual aids
 - vi. Restating to clarify ideas
 - vii. Signals to indicate organization

- viii. Techniques to introduce, explain supporting points, and conclude.
- c. Interact effectively with an audience
- d. Evaluate own performance in relation to the audience and purpose.

Reading Skills:

Understand meaning, skim, scan, locate keywords, highlight main points, rephrase, answer questions appropriately, summarize / synthesize.

Listening Skills:

Listen to a variety of texts, take notes, and answer questions that follow the 6 levels of Bloom's taxonomy.

The course content includes the following:**Themes to be covered/lexis (tentative)**

1. Self-esteem / Nervousness / Shyness
2. Medical Errors
3. Parents / children / leadership
4. Relationships between couples/ teenagers/ friends
5. Equality/ Physical Disability
6. Team building
7. Mentoring / Tutoring
8. Emotional Intelligence
9. The Devil's Gift: Short Story + Narrative Elements
10. Other: violence- drugs- organ donation- spirits- benefits of social work- sacrifice- divorce- civil marriage- habits- suicide- AIDS- cancer- bioethics- harassment- abortion- euthanasia- cloning- prostitution- women's rights- crime and Insecurity- gender and private life- innovation and entrepreneurship- social problems.

Writing

1. Interview Questions & Answers: Informal Communication
2. Summary / Paraphrase
3. Essay outline
4. Essay- Introduction & Conclusion (mainly thesis & restatement of thesis)

5. Persuasive Essays
6. Transition words / coherence
7. Résumé / CV / Cover letter
8. Research Paper / APA style / refereed articles & authoritative sources

Grammar (advanced; brush-up)

1. Tenses (general overview)
2. Indirect speech
3. False Friends
4. Verbs not to confuse
5. Error analysis

Oral Expression (follow the rubric!)

1. Interviews
2. Practice: based on assigned readings and individual research.

Miscellaneous:

1. Songs: Chain of Love- Honey I'm home-
2. 10 Commandments of good business
3. Quotes
4. Wisdom IQ Test
5. Health: Food pyramid
6. Other: movies- case studies

**** Spelling will be covered throughout.**

Classroom activities include reading different sources to prepare for writing summaries & essays, making oral presentations, and participating in tutorial discussions. In writing, the focus is on organization and logical progression of ideas.

Note: Some quizzes and writing assessments will be unannounced.

Resources:

There is no one text for this course. There is, instead, a collection of readings and specifically designed handouts for the course.

Course Requirements:

- ◆ Speak only in English in this class;
- ◆ Maintain a Positive Attitude: Be Positive about your ability to learn! Don't get discouraged if you get stuck" - if you keep on trying, it will "click." If you want to learn a second language, expect to make mistakes! Feeling self-conscious, and doing things that occasionally strike you as silly is all part of the package - and everyone in your class is in the same boat! A positive attitude can make it easier (P.A.C.E.);
- ◆ Participate actively during each class; participation requires your being prepared with assignments due on a given evening. Since participation in all parts of the course is a key to your work in this course, absences will affect your grade: if a written or oral quiz/test is given during your absence, you get a zero on it unless you provide a valid written excuse the following session.
- ◆ Be prompt / punctual with all assignments: for every late assignment submitted, you lose 5 to 10% of the grade. If you miss a class, call a classmate to get the assignment. You are expected to be prepared for the next day's class, including any quizzes scheduled for the day you return;
- ◆ Attend class regularly and on time: class attendance is an essential part of this course. It requires your being on time for class and remaining for the full class. If you are **late 3 times**, the lateness is counted as a one-hour absence.
- ◆ Please note that since this class meets just one night a week, each class is, in effect, three hours of class. If a crisis occurs which prevents your being in class, let me know. In addition, if you are **absent 15% (6 hours)** of the total class hours, you get a zero on attendance and your Dean will be officially alerted. If you are **absent 30% (12 hours)** of the total class hours, you will automatically fail the course. Use e-mail to contact me concerning any difficulties in the course, major or minor;
- ◆ Ask for help when you need to;
- ◆ Type and print out all drafts submitted unless asked not to;
- ◆ Cellular phone must be turned off during class time and not placed on your desk;
- ◆ Bring an English/English dictionary with you to class every session.

Plagiarism and Cheating:

The consequences or penalties for cheating are severe: student(s) will receive a zero for any work, quizzes, tests, or writings if found cheating or plagiarizing. All sources should be mentioned properly in oral and written presentations.

Assessment and Grading Policy:

Assessment draws upon self-evaluation, peer evaluation, and teacher evaluation. This includes ongoing assessment of reading, writing and speaking tasks, participation in discussions, and the Final Evaluation Project. In the area of personal language development, assessment includes identifying learning needs and establishing individually set learning goals.

• Attendance	5%
• Participation, Attitude, Effort, & Motivation	5%
• TPC / Daily Work (quizzes, oral presentations, informal discussions, HW, group work, seriousness/practicality of self-evaluation)	50%
• Final Evaluation Project	40%
Total =	100%

Major References:

- Ghaleb Rababah, G. (2003). Communication problems facing Arab learners of English: A personal perspective. *TEFL Web Journal*, 2, 1. http://www.teflweb-j.org/v2n1/arab_learners.pdf
 - Hutchinson, T & Waters A. (1987). *English for Specific Purposes: A learning centred approach*. Cambridge: Cambridge University Press.
 - Paltridge, B. (1995). An Integrated Approach to Language Programme Development. *FORUM-Australia*. 33, 3, July - September p. 41
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 - Raimes, A. (1991). Out of the woods: Emerging traditions in the teaching of writing. *TESOL Quarterly*, 25, 3, pp. 407-430.
 - Riley, P. (1982). Topics in communicative methodology: including a preliminary and selective bibliography on the communicative approach. *Mélanges Pédagogiques* 1982, 93-122. Nancy: CRAPEL, Université de Nancy II.
 - Shih, M. (1986). Content-based approaches to teaching academic writing. *TESOL Quarterly*, 20, 4, pp. 617-648.
 - Tarone, E. and Yule G. (1987). *Communication strategies in East-West interactions. In Discourse Across Cultures: Strategies in World English*, ed. L. Smith. Hertfordshire: Prentice Hall.
 - *TESOL Quarterly* (1985). 19, 1 http://www.english.iup.edu/tesolquarterly/Vol_19_1.pdf
 - White, R. (1988). Academic writing: Process and product. *ELT Documents*, 129. Basingstoke: Modern English Publications in collaboration with the British Council.
 - Widdowson, H.G. (1981). English for specific purposes: criteria for course design. In *English for academic and technical purposes*, Larry Selinker, Elaine Tarone, and Victor Hanzeli (Eds.), 1-11. Rowley, Massachusetts: Newbury House Publishers, Inc.
- ** Georgetown University / Saint Joseph University's Curriculum Level Performance Objectives- Level A- June 2000.**