

Course Syllabus

A12092 : Basic English Conversation

Semester 1 / 2022

Department of Hotel & Air Service,

U1 University

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Class: Wednesday 6 & Thursday 3-4

Classroom : #801 Media Semi-conductor BD.

Course Category: Optional course for 1st year

Course Description: This course provides students with the basic and useful expressions of daily issues and affairs through encountering different modes of English according to situational events. In this course, students will learn English communicative skills required in diverse communication settings. With the knowledge gained in class, students are supposed to build English communicative skills including listening, speaking, reading and writing for use in the international communicative environment.

Objectives: Students will be involved in various realistic integrated communication activities that are relayed to daily communication. The activities include role-play in different daily settings, individual projects as well as group projects that span from general topic to argumentative issues. Students will be increased their communicative skills in daily level and will be developed their strategies in English reading, writing, and speaking as well.

- (1) Students are familiarized with current idiomatic expressions of basic concepts, issues in this rapidly revolutionizing world.
- (2) Students are expected to expand their knowledge of basic issues in situational affairs.
- (3) Students are expected to equip themselves with proper vocabulary and linguistic repertoires to understand and discuss current affairs.
- (4) Students are expected to improve their communication skills on discussing current issues in English.

Teaching Methods: 1. Class Lecture in English
2. Classroom Activities (pair work or small group work)

Main Textbook: Ken Wilson (2022). Smart Choice 2 (4th eds.). Oxford University Press.

Reference books. 1. Timothy Lewis, Ellen C. Lewis, & Grace Kim (2015). English Conversation Alive Basic. Olive books.
2. Scott Fisher & Brian Stuart (2018). Speaking for everyday life. Darakwon.
3. Dobson, Julia, & Sedwick, Frank (2014). Conversation in English. Cengage Learning College.
4. John & Liz Soars(2021). American Headway(3rd eds.). Oxford University Press.

Assignment: 1. Worksheet Practice (10%)

- 1) Submission of Worksheet 1-6 (5%) – before the end of April
- 2) Submission of Worksheet 7-12 (5%) – before final-term examination
2. Group Presentation on *Situational Conversation* (10%)
 - 1) Presentation competence (5%) – before mid-term examination
 - 2) Presentation participation (5%) – on supplementary week

Course Requirements: Students are responsible for both the readings and the lectures

Attendance: Students are required to be present in all class sessions. Students who come to class later than 5 minutes from the designated class time will be regarded as tardy. All absences should accompany proper documentations to be excused. If you have to miss a class, it is your responsibility to contact a classmate to ask about the assigned homework and in-class handouts. You are responsible for all missed work. Students who are absent more than one-third of the classes or who do not take either mid-term or final-term exam will have "F" in the course.

Class participations: Class participation includes regularly attending class, arriving on time, staying until the end of class, being prepared, silencing your cell phones, and actively engaging in class activities and discussions. Participation also involves respecting your classmates by refraining from any derogatory remarks.

Assignments: Late assignments will not be accepted. Students are supposed to submit assignments at the beginning of the classes.

Midterm and final exams: Midterm and final exams will be based on the material, information covered in classroom activities and class materials.

Composition Grading Policy: I will use the following general grading criteria.

An "A" paper demonstrates a strong, clear, and consistent sense of the rhetorical situation (purpose, audience, context, format, appropriate tone). The paper contains all required elements outlined in the assignment description and discussed in class. The content is appropriately developed and organized, incorporating convincing evidence and a demonstration of the complexity of the subject. Interesting insights are argued and supported, with sources properly cited. The paper has few errors, none of which undermine the effectiveness of the paper.

A "B" paper demonstrates a good sense of the rhetorical situation (purpose, audience, context, format, appropriate tone) and contains the required elements outlined in the assignment. The content is well developed, the reasoning is usually valid and convincing, and evidence is adequate for the audience. Sources are mostly appropriate and properly cited. The language and organization are clear, and the writer conforms to the conventions of the format used with few mistakes. The paper has few errors, and they do not serve to severely undermine the effectiveness of the paper.

A "C" paper demonstrates a slightly flawed sense of the rhetorical situation (purpose, audience, context, format, appropriate tone). The paper may be missing some required elements of the assignment. The content is somewhat developed, the reasoning is generally valid, and some supporting details are used to support the assignment. The organization is mostly clear, and the writer conforms to the conventions of the format used with minimal errors. Paragraphs may not be in the best order, but arrangement within the paragraphs is generally logical. The language is generally free of grammatical errors, although sentence length and structure may not be varied.

A "D" or "F" level paper is flawed in many areas and therefore does not meet the basic expectations of the assignment. Essays that do not include a Works Cited page or are found to be plagiarized will not receive a passing grade.

- Assessment:**
1. Mid-term Examination (30%)
 2. Final-term Examination (30%)
 3. Attendance (20%)
 4. Assignment (10%)
 5. Quiz & Class Participation (10%)

Weekly Teaching Schedule:

Week	Teaching Topics	Chapter & Contents	Activities	Assignment
1	Induction Session	Orientation & Induction Session (1) Course Overview (2) Course Requirements including class activity, group presentation, and assessment	Reading 'Course Syllabus' carefully	Review Reading: Syllabus of this module
2	Unit 1 How was your vacation?	(1) Describe a vacation (2) Agree & disagree with others (3) Understand activities & Plans (4) Understand an article about an unusual vacation	<i>Small talk:</i> <i>How are you afternoo?</i>	Writing on email about vacation preference
3	Unit 2 I think it's boring!	(1) Understand & give opinions (2) Use -ing & -ed adjectives (3) Understand interviews about making movies & music (4) Understand an article about student performers	<i>Small talk:</i> <i>What's interesting & what's boring?</i>	Writing on a blog post about movies
4	Unit 3 Do it before you're 30!	(1) Talk about personal experiences (2) Use the present perfect (3) Understand conversations about personal experiences (4) Understand an article about free climbing	<i>Small talk:</i> <i>Have you ever...?</i>	Writing on email about your country
5	Unit 4 The best place in the world!	(1) Describes places (2) Use superlative adjectives (3) Understand a geography game show (4) Understand an article about green places	<i>Small talk:</i> <i>The superlative quiz</i>	Writing on email about your city
6	Unit 5 Where's the party?	(1) Describe special cultural events (2) Use clauses with before, after, & when (3) Understand different New Year's traditions (4) Understand an article about Asian festivals	<i>Small talk:</i> <i>Dragon boats</i>	Writing on a description of a party

7	Unit 6 You should try it!	(1) Make suggestions & talk about obligations (2) Use should & have to (3) Understand people giving advice (4) Understand an article about self-esteem	<i>Small talk: Help! Is this true?</i>	Review of Previous studies
8	Examination	Mid-Term		Submission of Mid-term Project
9	Unit 7 There are too many stories	(1) Make complaints & discuss shopping (2) Use too, enough, many, much (3) Understand conversations about shopping habits (4) Understand an article about an unusual mail	<i>Small talk: Shopper's paradise?</i>	Writing on a blog about your favorite place to shop
10	Unit 8 Wanted: People who can sing	(1) Describe my preferences (2) Use relative clauses for description (3) Understand voicemail messages about house-sitting (4) Understand an article about interview tips	<i>Small talk: Making connections</i>	Writing on an email about you & your preferences
11	Unit 9 What were you doing?	(1) Narrative past events (2) use the past continuous (3) Understand descriptions pf accidents (4) Understand an article about a dramatic event	<i>Small talk: What happened?</i>	Writing on a paragraph about something that happened to you
12	Unit 10 I used to sing	(1) Talk about past habits (2) Use used to (3) Understand family histories (4) Understand a short biography about a famous person	<i>Small talk: Before they were famous</i>	Writing on comments on a website about past habits
13	Unit 11 You will save money if-	(1) Make speculations (2) Use the zero conditional, fist conditional, & if clauses with may or might (3) Understand someone talking about single-use plastics (4) Understand an article about the environment	<i>Small talk: Making houses from plastic bottles</i>	Writing on an email about a local environmental problem
14	Unit 12 You could be a lifeguard	(1) Talk about future plans (2) Use modals for possibility, speculation & deduction (3) Listen to people talking about careers & studying abroad (4) Understand a text about volunteering on vacation	<i>Small talk: What are your plans?</i>	Writing on an email about living in your country

15	Lecture or Self-study	Supplementary Week		
16	Examination	Final-term Exam		Submission of Final-term Project