



**AP 100, Community ESL: English Language Communication Skills for the Classroom and Workplace**

**Blended (ON CAMPUS & ONLINE): Saturdays, 2:30pm - 5pm**

**Fall 2014 CPS Quarter**

**September 27 – December 10, 2014**

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**Contact Information:**

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Office Hours: After class or please email for appointment

- In the event that some concern about the course arises and is not addressed by the instructor, please contact Dr. Chris La Barbera, Dean of Humanities, [clabarbera@massbay.edu](mailto:clabarbera@massbay.edu)
- You can access the course at <http://www.myenglishlab.com/courses-project-success.html> by clicking on the course link under the "My Courses" tab on the day that term opens.
- Note: The first class meeting(s) will be used to register everyone on *MyEnglishLab*. I want to help ensure easy access to, and navigation of, the online learning space and materials on this learning platform.

**Required Book(s)/Materials**

- Gaer, Susan and Lynn, Sarah, (2014). Project Success 2 Student Book (with MyEnglishLab & eText), Boston, MA.: Pearson. ISBN: 9780132482974
- <http://www.myenglishlab.com/courses-project-success.html>

**Online support**

- **Online Technical Support:**
  - For support using this product please contact: [www.pearsoneltsupport.com](http://www.pearsoneltsupport.com)
  - Contact Technical Support:  
[http://myenglishlabhelp.com/helpconsole2012/NMEL\\_Support\\_Centre/default.aspx?pageid=contact\\_technical\\_support](http://myenglishlabhelp.com/helpconsole2012/NMEL_Support_Centre/default.aspx?pageid=contact_technical_support)
  - Also try these links:
    - [http://myenglishlabhelp.com/helpconsole2012/NMEL\\_Support\\_Centre/](http://myenglishlabhelp.com/helpconsole2012/NMEL_Support_Centre/)
    - [http://myenglishlabhelp.com/helpconsole2012/NMEL\\_Student\\_Help\\_EN/](http://myenglishlabhelp.com/helpconsole2012/NMEL_Student_Help_EN/)
    - [http://myenglishlabhelp.com/helpconsole2012/NMEL\\_Support\\_Centre/default.aspx?pageid=frequently\\_asked\\_questions](http://myenglishlabhelp.com/helpconsole2012/NMEL_Support_Centre/default.aspx?pageid=frequently_asked_questions)
    - <http://pearsonsupport.helpserve.com/Knowledgebase/List/Index/1/online-products>
- Mass Bay technical help??
- You will need a consistent internet connection (at your home, local library, school or community center).
- A headset (headphones plus microphone) will allow you access and functionality on MyEnglishLab.



### **Course Prerequisites**

- Courses: There are *no* prerequisites for this course
- Student Competencies:
  - Basic, communicative level of English language skills
  - Basic Computer Skills (please review the list [here](#))
    - Start a computer
    - Use a mouse or touchpad to point, click, and double-click
    - Recognize and start a software application / program
    - Type / key text to create a document
    - Save a document
    - Close a software application
    - Locate and open a saved file
    - Using Microsoft Word / Office
      - Open a document
      - Enter text applying basic key functions (e.g., Space Bar, Enter/Return key, Shift key, Delete and Backspace keys)
      - Save a file to a specific location
      - Print a file
    - Internet
      - Recognize and launch a Web Browser
      - Go to a specified Web address
      - Scroll through a Web page
      - Click on a link
      - Search online using a search engine
    - Email:
      - Access e-mail system using username and password
      - Receive / read an e-mail message
      - Reply to an e-mail message
      - Compose and send an original e-mail message
      - Attach a file to an e-mail message
    - Computer Literacy Test
      - <http://www.independence.edu/computer-literacy/>

### **Description**

This beginning-intermediate non-credit ESL (English for Speakers of other Languages) course will focus on the skills and competencies adult English language learners need to participate fully and progress in their roles at home, work, school, and in the community. This practical focus enables students to learn and hone everyday life skills as well as critical thinking skills for the workplace and for further education. Blending classroom and independent learning, this hybrid course is a mixture of face-to-face class meetings and integrated online course materials to develop the student's English language proficiency in the areas of listening, speaking, reading and writing. Students will have the opportunity to work directly with their instructor, in small groups with their classmates, and independently in the Language Lab or at home with a computer. By integrating key language skills, providing real-world context for communication purposes, and complimenting this instruction with computer-assisted language learning activities, students will leave this class better equipped and more confident in their ability to communicate in the target language – English.



### **Learning Outcomes**

- Based on satisfactory participation in this course, a student should be able to:
  - 1) Demonstrate an understanding of ..... , including:
    - A
    - B
    - C
  - 2) Develop a XYZ by recognizing the applications of ABC and other LMN
  - 3) Apply techniques to identify and address LMNOP
  - 4) Strengthen employee engagement and performance in multicultural settings by improving English language skills and employing communication best practices.
- In pursuing these objectives, *AP 100: Community ESL* will:
  - Use the text
  - Use MyEnglishLab
  - Combine language skills practice and real-world situations in our online media / learning modules and in-class discussion.
  - Combine communication skills with workplace context in group work and assignments
  - Use relevant situations and environments such as school, work, community, and home life to improve

### **Course Methodology**

- Each week, you will be expected to:
  - Review the week's learning objectives
  - Complete all assigned readings
  - Watch all assigned videos
  - Bring at least three written questions to class about the online materials and lesson
  - Participate in classroom discussions
  - Complete and submit all assignments and tests by the due dates
- Community ESL is offered as an experiential learning, interactive course that relies on student participation in all online and in-class group discussions. A variety of teaching methods are used to achieve course objectives. Students will be asked to complete and participate in all assignments in order to create a learning-centered environment conducive to all class members.
- The syllabus lays out an initial plan for our work and should be viewed as an organic document that may be revised during the course to meet students' needs and interests.
- All of the elements of this course are designed to help you become more accurate, operative, and successful communicating in English within culturally /situationally varied environments. To accomplish these tasks, the course offers an assortment of learning activities and experiences designed to improve your own skills and effectiveness.
  - These include:
    - Weekly individual assignments
    - English language communications failure analysis
    - Final project
    - Discussion
    - Participation



- **NOTE:** Students are expected to be independent thinkers, intellectually curious, and responsible for their own learning. This means that the quality of online learning depends on (and requires) disciplined, routine, regular self-study via the Project Success materials on MyEnglishLab. The success of the class depends upon informed and lively engagement by all of us as members of a dynamic, learning community. The course topics and assignments are designed to help students develop their key communication skills for practical usage in day-to-day life. That is, we appreciate that you wear many hats and embody many roles in your lives- as parents, students, employees, and so on. The methodology of this course is designed to allow freedom and independence with self-study, supported by in-class instruction, to develop your English language skills and improve your performance in your current roles at work, home, the community and beyond. We aim to help you build your skill set to be more effective communicating in English language speaking environments for long term personal, academic, and career success.
- **IMPORTANT:** My goal for the course is to take advantage of the rich cultural diversity at Mass Bay Community College and the surrounding community by leveraging the wealth of cultural experience during our online and in-person sessions. Each participating student brings a unique cultural perspective- sharing your personal contexts and perspectives are a critical part of the course content and *full* participation forms an important part of your learning.

#### Late Submission of Work

- Each assignment is due on the date indicated. Make-up dates or extensions for the assignments will be addressed on a case-by-case basis.

#### Class Schedule/Topical Outline

- For complete details about readings, lectures, assignments, etc., students should regularly review the weekly *Course Material* folder on NU Online. This is a general overview and subject to be updated.
- **Note**  
In-class: **Blue**  
Online: **Green**

Week	Dates	Topic	Assignments	Online	In-class	
1	09.27 - 10.03	Intro: ➤ Who are you? ➤ Who is your instructor? ➤ What is the course? ➤ How to navigate online?	Intro  Unit 1 <i>Kim's Busy Day</i>		* * *	
2	10.04 - 10.10	➤ Talk about family ➤ Talk about children's schools ➤ Ask about items on a list ➤ Make and answer requests	Unit 2 <i>Len at Your Service</i>		* * *	

3	<b>10.11 - 10.17</b> ( <i>Mon., Oct. 13 is Columbus Day</i> )	<ul style="list-style-type: none"> <li>➤ Report a maintenance problem</li> <li>➤ Talk about needs</li> <li>➤ Talk about likes and dislikes</li> <li>➤ Identify a person</li> </ul>	Unit 3 <i>Vicki Looks for a New Apartment</i>	* * *		
4	<b>10.18 - 10.24</b>	<ul style="list-style-type: none"> <li>➤ Talk about the weekend</li> <li>➤ Give and follow directions</li> <li>➤ Talk about places to live</li> <li>➤ Call about an apartment</li> </ul>	Unit 4 <i>Mike's Tips Around Town</i>	* * *		
5	<b>10.25 - 10.31</b>	Units 1 - 3	<b>Review / Assess:</b> <ul style="list-style-type: none"> <li>➤ MyEnglishLab</li> <li>➤ Chapters 1-4</li> </ul> <b>Prep / Preview:</b> <ul style="list-style-type: none"> <li>➤ Chapters 5-7</li> </ul>		* * *	
6	<b>11.1 - 11.7</b>		Unit 5 <i>Sofia, the Problem Solver</i>		* * *	
7	<b>11.08 - 11.14</b> ( <i>Mon., Nov. 11 is Veterans Day</i> )		Unit 6 <i>Mike Saves the Day</i>	* * *		
8	<b>11.15 - 11.21</b>		Unit 7 <i>Sofia's Hard Day</i>	* * *		
9	<b>11.22 - 11.28</b>		<b>Review / Assess:</b> <ul style="list-style-type: none"> <li>➤ MyEnglishLab</li> <li>➤ Chapters 5-7</li> </ul> <b>Prep / Preview:</b> <ul style="list-style-type: none"> <li>➤ Chapters 8-10</li> </ul>		* * *	
10	<b>11.29 - 12.05</b> ( <i>NO CLASS: Nov. 27 - 30 is Thanksgiving weekend</i> )		Unit 8 <i>Vicki Finds a New Apartment</i>	* * *		
11	<b>12.06 - 12.12</b>		Unit 9 <i>Kim's Healthy Habits</i>	* * *		
12	<b>December 13</b> ( <i>last day of class</i> )		Unit 10 <i>Len Always Helps Out</i>  ( <b>Final</b> ) Review / Assess		* * *	



### **Assessment/Evaluation Standards**

- Students can earn up to **1000 total points** derived from the following work:
  - Successful completion of independent online PS units – 500 pts.
  - Class attendance / In-class discussion / Active participation – 200 pts.
  - Individual writing assignments / journal – 100 pts.
  - Collaborative in-class group projects – 300 pts.
  - TOTAL: 1000 pts.

✚ **Online Project Success (PS) units (50 points / unit) (500 pts.):** In our course ...

✚ **Attendance & participation (200 pts.):** Here's your chance ...

✚ **Individual writing assignments (20 points / week) (200 pts.):** These assignments will let you reflect on and apply your knowledge of (intercultural) communication in a practical way to address real-life situations.

✚ **Collaborative team project (100 pts.):** This final group project will allow you to collaborate with your fellow classmates and share your personal and professional experiences and do a brief presentation regarding on-the-job issues and situations. This assignment will let you apply your knowledge of (cultural) communication in a practical way to address real-life situations.

**Academic Integrity Policy:** Please be absolutely sure to read the information regarding university policy regarding this matter of academic honesty.

- The updated policy is detailed here:



## General Grading Rubric and Grading Scale

Grade	What It Means
<b>A (94-100)</b>	Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.
<b>A- (90-93)</b>	Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).
<b>B+ (87-89)</b>	Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.
<b>B (84-86)</b>	Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.
<b>B- (80-83)</b>	Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.
<b>C+ (76-79)</b> <b>C (73-75)</b> <b>C- (70-72)</b>	Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.



### Writing Quality Rubric:

These writing standards will be applied to both writing assignments and Discussion Boards. An excellent source of information about grammar and sentence structure is the Purdue Online Writing Lab (<http://owl.english.purdue.edu/>). Students should also take advantage of the free tutoring offered through Smarthinking and, if location permits, the Writing Center on campus.

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
<b>Acceptable level of Proficiency</b>	<p>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample.</p> <p>Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.</p>	<p>Sentences are structured and words are chosen to communicate ideas clearly.</p> <p>Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.</p>
<b>Moderate Proficiency</b>  <b>– half grade level reduction</b>	<p>Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format.</p> <p>Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.</p>	<p>Sentence structure and/or word choice sometimes interfere with clarity.</p> <p>Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.</p>
<b>Minimal Proficiency</b>  <b>– full grade level reduction</b>	<p>Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment.</p> <p>Fails to demonstrate thoroughness and competence in documentation.</p>	<p>Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.</p>





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