

COURSE SYLLABUS

ESL 20: CONVERSATION AND FLUENCY

Instructor:

Office:

Office Hours:

E-mail Address:

Class Meeting:

Location:

COURSE DESCRIPTION

This is a four-unit course designed to develop nonnative speaker oral skills that are relevant to establishing and maintaining direct conversation and communication with native speakers of English. The course focuses on a range of skillsets, including improving listening comprehension, participating in class discussions, understanding conversational strategies, giving group presentations, asking and answering questions, interacting effectively with native speakers, and improving through self-evaluation of speech. Specifically, this course seeks to:

- explore strategies for communicating effectively in a variety of academic and social situations, e.g., expressing an opinion, agreeing/disagreeing, asking for clarification, interrupting, etc.
- analyze the structures of language, the meaning behind these structures, and the pragmatic function of these structures in common social discourse structures
- establish the most common conversational rules and expectations for maintaining a conversation in English, while also establishing students' ability to repair communication breakdowns using specific strategies
- rethink conversation as a give and take relationship, where one speaks but one must also listen in an active and concerted way
- develop student skills and experience in academic speaking situations (i.e., presentations)

CLASS MATERIALS

Course learning materials will be provided in lecture and online through the course website. You will however need access to a computer, as well as to presentation design programs such as PowerPoint or Keynote. Students will be responsible for attaining their own materials for the final poster project. (**Suggestion:** Students are encouraged to purchase a language learner's dictionary, such as the Longman Dictionary of American English. Also helpful is the Merriam-Webster online dictionary (<http://www.m-w.com/>), which contains common pronunciations.

ASSIGNMENTS/GRADING

Conversation Analysis Assignment (recording & written analysis)	20%
Native Speaker Survey & Poster Presentations	15%
Dramatic Reenactment	15%
Listening Logs (3 total)	15%
Impromptu Personal Speech	15%
Attendance & Participation	20%

COURSE COMPONENTS

Conversation Analysis Assignment

For this assignment, you will record a natural conversation between a native speaker and

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yourself (approximately 10 minutes). You will focus on the issue of Turn-Taking in conversation, and will write up a 2 page double spaced, typed paper that analyzes how participants take turns in English. You will work individually, and you will submit this paper in class. On the day of submission you will also bring the recording of your 10 minute conversation to class, to be play for a small group of your peers. In this small group you will discuss interesting features of the talk that stood out as problem spots (both for you as the participant/speaker and for the listeners in your group). Note that the assignment must be submitted by the deadline, as no late submission will be accepted. NOTE: Recordings must be submitted to the course website by the appropriate deadline (see website).

Native Speaker Survey & Poster Presentation

This involves research outside of the classroom on how native speakers express themselves and also on their opinions about academic and cultural topics. You will work in pairs to develop a project and conduct the research. You will then prepare a poster about the research. Each individual will present the research to other members of the class (time to be determined after enrollment is settled). Note that creativity will be key in these poster projects. You will want to transform your survey material into something that people will walk by and be interested in learning more about. Remember, we want to learn something interesting in this project, so make your survey something new and interesting that will tell use how Americans speak, while also telling us something about the culture that they live in. (NOTE: This is a pair project, so you will need to find partner. If you need help in finding a partner please speak to the instructor. You may not work with this partner again on the remaining paired projects). NOTE: Raw surveys must be submitted to the course website by the appropriate deadline (see website).

Dramatic Reenactment

For this assignment, you will work together in groups to perform a reenactment of a scene from television or film. The scene that you are working will thus become an outlet through which you will practice expressing you communicative skills in a manner consistent with native speaker models. Remember, films and television are most successful when they mimic actual ways of communicating; otherwise, characters come across as fake or unbelievable. This makes this activity of reenactment a great tool for practicing how people actually use the language in moment-to-moment interaction. Students will contextualize the scene, perform the scene, and be prepared to discuss their performance with the remainder of the class upon completion.

Listening Logs

You will keep a listening log, or oral journal, of your listening activities outside of the class. There are 3 total logs that must be completed, each with a different focus. You will listen to conversations of others outside of class, between people that you overhear in cafés, people in dining halls, people at shopping centers, etc. While listening you will note things that happen that pertain to the prompt for that listening log, and you will then record your log (or videotape your log) and post that log to the course website (each log will have a specific assignment folder). Note that the assignments must be submitted by the deadline, as no late submissions will be accepted. Logs must be a minimum of 1 minute in length. Please see the course calendar for more information and dates.

Impromptu Personal Speech

For this assignment you will be asked to give an impromptu speech on a topic that has not been

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discussed at length within the course. You will be provided with the prompts a few days in advance, and you will be asked to prepare yourself for any of them. Topics will revolve around personal experiences, so everyone should have something to say that is original and worthy of sharing. The point of this assignment is to learn to speak in dynamic ways to more than one person at a time and also to develop skills for articulating your thoughts on yourself to others, both of which are useful skills in a multitude of academic and professional settings. Remember that the impromptu speech will be followed by a short Question and Answer session.

Attendance & participation

Attendance and participation are essential for this course. This includes being punctual (getting to class on time). In-class activities CANNOT be made up outside of class, so students are expected to come on time, be prepared, and be willing to contribute to class activities. If you miss class or come late, this will affect your grade. When your classmates lead a discussion, you are expected to fully participate. A score given for your own performance can be reduced if you are seen to not participate as a listener, so please take this seriously. When a classmate makes a presentation, you must participate by listening carefully, asking questions and providing feedback. It thus stands to reason that missing class can result in a failing grade over time.

POLICIES

1. Please respect each other and your instructor. Surfing the internet, texting, or interacting with any electronic device is strictly prohibited. Likewise, acting or communicating in an inappropriate manner is also prohibited. If this occurs you will be asked to leave, but you will still be responsible for the content that you miss (which may ultimately reflect poorly on your grades).
2. Attendance will be taken at the beginning of section. This will help me to better gauge who is and who is not making a concerted effort to learn the content of the course.
3. Emails will almost always be answered within a 24-hour window. Questions that require extensive development in response will not be answered via email. For these questions, you will be asked to come to office hours so that they may be addressed appropriately. However, I do not want to discourage you from asking questions, so please use your judgment as to what can and cannot be answered through each medium, and act accordingly. As a general rule, specific questions can typically be answered via email in a timely manner; however, general/broad questions typically cannot and you should plan on attending office hours to address these types of questions.
4. E-mailing: Please include “**ESL 97A**” in the subject line of all emails if you want them answered.
5. Late work will not be accepted. In the event of a documented emergency, you will be given extra time given the conditions of the documentation.
6. You will not be provided with make-up notes for films viewed, lectures, or discussions. You are responsible for getting the contact information of two fellow students to help you catch up (at their discretion) if you have to miss lecture or discussion.

Name _____ Phone _____

Email _____

Name _____ Phone _____

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Email _____

ACADEMIC INTEGRITY

Neither plagiarism nor cheating will be tolerated. UCLA's policy on academic integrity is available online at <http://www.deanofstudents.ucla.edu/>. Students caught engaging in either of these activities will be reported to the Dean of Students.

COURSE WEBSITE

The Moodle Website is an integral part of this course, containing the calendar of assignments, the class voice discussion board and many class handouts and resources. To access the ESL 32 course website,

- 1) Go to <http://ccle.ucla.edu>
- 2) Click on “login” in the upper righthand corner.
- 3) Your logon ID is whatever comes in your email address before [@ucla.edu](#)
 1. So, if my UCLA email address is: joebruin@ucla.edu, then my UCLA logon name is “joebruin”.
- 4) The password is the same one you use to log in to <my.ucla.edu

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COURSE CALENDAR

Week	Monday	Wednesday	Friday
1	August 4th Syllabus Review Course Introduction Getting to Know You Self-Introductions Conversational Activity “What Articles Do to Take”	August 6th Conversation Activity “Planning Curricula” Modeling A “Listening Log” Submission	August 8th Listening Log #1 Due by 5pm Theme: Changing Topics (Online Submission)
2	August 11th Conversation Activity “Eliminating Programs” Modeling A “Dramatic Reenactment” Session	August 13th Conversation Activity “Who Gets the Heart”	August 15th Listening Log #2 Due by 5pm Theme: Speed & Clarity (Online Submission)
3	August 18th Dramatic Reenactments Part 1 (Students 1 through 10)	August 20th Dramatic Reenactments Part 2 (Students 11 through 20) Short Review of Impromptu Assignment	August 22nd Listening Log #3 Due by 5pm Theme: Agreeing & Disagreeing (Online Submission)
4	August 25th Impromptu Presentation Day	August 27th Lecture on Developing a Native Speaker Survey Partners Work on Survey Development & Finalization Conversation Analysis Typed Analytic Paper Due in Class Theme: Turn-Taking	August 29th
5	September 1st NO CLASSES LABOR DAY HOLIDAY	September 3rd Conversational Activity “Whom Do You Invite to Dinner?” Survey Workshop & Prep Finalize Survey (Bring Laptop)	September 5th
6	September 8th Conversational Activity “Who Gets the Money” Conversational Activity	September 10th POSTER PROJECT FINALS Student Poster Presentations for the	September 12th

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	“Plan A Town”	Native Speaker Survey Assignment	
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