

C O U R S E S Y L L A B U S

ESL 20: Conversation and Fluency

Instructor:	E-Mail:
Office Location:	Mailbox:
Office Hours:	

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 are encouraged to work with a variety of learners' dictionaries:

- 1) Longman Dictionary of American English: <http://www.ldoceonline.com/>
- 2) Cambridge Online Dictionary: <http://dictionary.cambridge.org/us/>
- 3) Merriam Webster Learner's Dictionary: <http://www.learnersdictionary.com/>

ASSIGNMENTS/GRADING

Attendance & Participation	20%
Listening VLogs (total of 3 entries, 5% each)	15%
Dramatic Reenactment	10%
Original Dramatic Skit	10%
Conversation Analysis Project (recording, transcript, & analysis)	25%
Native Speaker Survey & Presentation	20%

COURSE COMPONENTS

Attendance & participation

C O U R S E S Y L L A B U S

As this course focuses on developing conversational abilities, it stands to reason that strong attendance (including getting to class on time) and active participation are essential for your success. 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 in a timely and productive manner. If you miss class or come late, this will affect your overall grade. After **1 unexcused absence**, your attendance/participation grade will be lowered by one-half letter grade for each missed class.

Please bear in mind that absences due to trips or absences due to illnesses without presenting a doctor's note will not be excused. In short, absence and lack of participation are things to avoid in this class!

Listening Vlogs (Video Logs)

You will keep a listening vlog, or oral journal, of some of your listening activities outside of class. There are 3 total logs that must be completed, each with a different focus. In LV#1 and LV#2, you will listen to the conversations of people that you overhear in a coffee shop and in service encounter lines (respectively). In LV#3 you will participate in an encounter with people and reflect on their outcomes. While listening you will note things that happen that pertain to the prompt for that listening vlog, and you will then record your vlog and post that it to the course website (each vlog will have a specific assignment folder on our website). Note that these assignments must be submitted by the deadline (no late submissions accepted). Vlogs must be a minimum of 2 minutes in length (please see the course calendar for dates).

Dramatic Reenactment

For this assignment, you will work together in groups to perform reenactments of scenes from a television show. The scenes that you are working on will thus become an outlet through which you will practice expressing your communicative skills in a manner consistent with native speaker models. This makes this activity of reenactment a great tool for practicing how people actually use language in moment-to-moment interactions. Students will first contextualize the scenes they will perform, then perform the scenes in full. Audience members must be prepared to discuss the performances. Note that the total presentation time must be 5 minutes in length (not including transition time between skits), and the balance of speaking time per student must be relatively equal. Please see the course calendar for dates.

Original Dramatic Skit

You will work in a small group to conceptualize and develop a short skit to perform for the class. This skit should represent a highly accurate conversational encounter. The scenes will be provided to you, and you will work with your group to build your dialog and direction around it. You will have to be creative in accomplishing this assignment, as you will have to incorporate all features of the prompt while adding your own style and the style of your assigned group. Each scene will be 6 minutes in length and will involve 4 people (1minute30seconds talk time per student). Your group will conceptualize and write a transcript which will be workshopped in class and revised for a second version. Feedback on the second version must be incorporated into the skit. Finally, you will watch the video of your performance and write up a short group assessment, which will be submitted in class. Remember, this is your creative and fun activity for this course. To make your original skit clear and easy to follow, practice many times. Please see the course calendar for dates.

Conversation Analysis Project (Recording, Transcript, & Analysis)

C O U R S E S Y L L A B U S

For this assignment, you will record a natural conversation between a native speaker and yourself (approximately 10 minutes of recorded conversation). This recorded material will be the data that you will analyze for this project. After recording the data, you will then transcribe the conversation, from beginning to end, exactly as it occurred (using parameters given to you in class). Once the transcript is complete, you will begin to analyze specific features within it, focusing on, for example, how to open, maintain and close a conversation, how you used politeness, how you delivered your messages, etc. Your analysis should be done in relation to the specific points and questions included in the Conversation Analysis template provided on the course website. As a final step, you will respond to these points in the template in great detail and post this in-depth, complete analysis to the link provided on our website. Please note that you will be asked to bring your recording to class for certain activities, so you must always have this ready in advance when asked to provide it, as it will be played for a small group of your peers for analytical purposes. Note that all parts of this project must be submitted by their respective deadlines, as no late submission will be accepted (see the course calendar for dates).

Native Speaker Survey & Presentation

This final project involves research outside of the classroom on American people's opinions about academic, conversational, and cultural topics. To complete this, you will work in small groups to develop a thorough and well-thought-out survey, conduct that survey with a range of people outside of class, analyze the results into a form that can be articulated to an audience, draw informational conclusions based on the research and analyses, and present all of this information to your peers in class in a PowerPoint or Keynote presentation. Each member of the group will equally participate in presenting this to the class (note that the time for the presentations is to be determined after enrollment is settled). Creativity will be key in these projects. Remember, we want to learn something interesting in this project, so make your survey something new and interesting that will tell us something about the local language and culture.

POLICIES

1. Please respect each other and your instructor. Surfing the internet, texting, or interacting with any electronic device is strictly prohibited, unless the instructor asks you to do so (looking up a word, for example). 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 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 (just remember, I am a person who is answering many emails). 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 20**” in the subject line of all emails.
5. Late work will not be accepted. If you miss an assignment, you will get a zero. 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 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.

FRIENDLY CONTACT INFORMATION

C O U R S E S Y L L A B U S

Name _____ Phone _____

Email _____

Name _____ Phone _____

Email _____

COURSE WEBSITE

The Moodle Website is an integral component for this course. To access the ESL 38B 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
(If your email is: joebruin@ucla.edu, then you’re my.ucla.com logon name is “joebruin”)
- 4) The password is the same one you use to log into <my.ucla.edu>

ACADEMIC HONESTY & PLAGIARISM

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.

UCLA is a community of scholars in which all members, faculty, staff and students alike, are responsible for maintaining standards of academic honesty. Familiarize yourself with the UCLA Dean of Students’ policy on academic integrity in the Student Guide to Academic Integrity brochure at <http://www.deanofstudents.ucla.edu/integrity.html>. It outlines UCLA’s standards and punishments for academic dishonesty. The course will help you learn the conventions for giving credit to the ideas and words you take from other authors. With regard to classroom policy, plagiarism will not be tolerated. Students who plagiarize will receive a failing grade for the course (not just for the assignment). This is nonnegotiable, so the bottom line is that you just shouldn’t do it!

OTHER USEFUL INFORMATION

- Arthur Ashe Student Health & Wellness Center
 - o <http://www.studenthealth.ucla.edu/default.aspx>
- BruinCard: UCLA picture identification card
 - o <http://secure.bruincard.ucla.edu/bcw/web/Home.aspx>
- UCLA logon ID
 - o <https://logon.ucla.edu/activate.php>
- BOL: bruin online
 - o <http://www.bol.ucla.edu/>
- UID: university identification (usually the number on your BruinCard)
- myUCLA login = BOL login = University login
 - o <http://my.ucla.edu>
- Moodle login = myUCLA