

Community Language Program – Summer A 2016

Teachers College, Columbia University

Instructor: Steph Thornton
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Level: Intermediate 1
Classes: 5/23-6/27
Class time: 9 a.m. – 12 p.m.
Classroom: 516

Course description:

The course is designed to help Intermediate English language learners develop English listening, speaking, reading, writing, and comprehension skills that are required for everyday life. Using a theme-based teaching approach, students will learn grammar, pronunciation as well as relevant target language vocabulary to meet daily needs. Each class will be centered on a theme in order to centralize learning and functions associated with each particular topic. Classes are taught in a communicative manner.

About the CLP

The Community Language Program (CLP) is a unique and integral part of the TESOL and Applied Linguistics Programs at Teachers College, Columbia University. It provides English as a second language and foreign language instruction to adult learners of diverse nationalities and backgrounds. In addition, the CLP serves as an on- site language education lab in which TESOL and Applied Linguistics faculty and students enrolled in the programs teach the courses and use the CLP as a setting for empirical inquiry. Here at Teachers College we believe that observation and classroom research are the best way to learn about how we teach and gain insights into how teaching might take place. Thus, we encourage observation and classroom research and want people to use it as a tool for learning. Ongoing assessment and program evaluation allow us to make the CLP a better program.

Important Dates:

Week 1	Monday, May 23	First day of classes
	Friday, May 27	Last day for transfers and refunds
Week 2	Monday, May 30	Memorial Day (no classes)
Week 5	Thursday, June 23	Final Exam
Week 6	Monday, June 27	Last day of classes

Course Textbook and Workbook:

- 1) **Life, Course Book 4.** (2015). Cengage Learning.
- 2) **Life, Workbook 4.** (2015). Cengage Learning.

We will cover units 1-4.

Courses Objectives:

After successful completion of this course, students will be able to:

- Use semi-complex structures and language features to express ideas about colors, world fusion music, globalization and the future.
- Use language functions to open and close conversations, choose an event, tell stories and make and respond to requests.
- Write a website profile, a blog post, a cover letter, and be able to link ideas in writing.

Course Requirements:

Unit Tests 1, 2, 3 (each 15%): 45%

Final Test: 30%

Attendance and Participation: 10%

Homework: 15%

Attendance Policy:

If a student misses **5 or more** classes, or is late for **10 classes**, s/he cannot pass the course. S/he will, however, be eligible for a letter of attendance.

Grading:

A+/-	Excellent	A+ 97 – 100%	A 94 – 96%	A- 90 – 93%
B+/-	Good	B+ 87 – 89%	B 84 – 86%	B- 80 – 83%
C+/-	Satisfactory (pass)	C+ 77 – 79%	C 73 – 76%	C- 70 – 72%
Fail/Repeat	Poor (no pass)	Below 69%		

Schedule Subject to Change

Unit 1: Colour

Test date: May 31

Grammar and Vocabulary

- simple present and present continuous, stative verbs
- question forms
- time expressions
- feelings and personal states
- the roles we play
- wordbuilding: activity → person

Pronunciation, Speaking, and Listening

- questions
- short questions
- routines and leisure activities
- personal questions
- the roles we play
- two people doing a quiz about colors and their meaning

Reading and Writing

- an article about how we use color
- an article about the color red
- criteria for writing
- text type: a website profile

Unit 2: Performance

Test date: June 7

Grammar and Vocabulary

- present
- present perfect *already, just, and yet*
- verb patterns: -ing form and infinitive

Pronunciation, Speaking, and Listening

- intonation with *really, absolutely, pretty, and very*
- new releases performing changes
- a radio show about world fusion music

Reading and Writing

- an article about why we dance
- an article about globalization
- text type: a profile writing skill: linking ideas (1)

Unit 3: Water

Test date: June 15

Grammar and Vocabulary

- simple past and past continuous
- past perfect
- water and recreation
- wordbuilding: adverbs
- word focus: *get*

Pronunciation, Speaking, and Listening

- *was* and *were*
- the first time
- puzzles
- it happened to me
- two people talking about what happened next

Reading and Writing

- an interview about underwater discoveries
- and article about an unforgettable experience

Unit 4: Opportunities

Test date: June 23

Grammar and Vocabulary

- predictions: will, may, might, could
- future forms: present continuous, will, going to

Pronunciation, Speaking, and Listening

- weak and strong auxiliary verbs
- predictions
- planning your work
- pay and conditions

Reading and Writing

- an article about India's new superhighway
- an article about the economic boom in China
- text type: a cover letter
- writing skill: formal style

Program Policies:

- The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registering with the office. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.
- It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the Program Director. If an additional appeal is needed, it may be taken to the Provost.
- Sexual Harassment and Violence Reporting: Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff, and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence,

