



Lincoln University

Course Syllabus

Course Title: **Intensive Academic English Preparation (IAEP) V -- Vocabulary Credit:**

Non-credit

Prerequisite(s): None

Semester: Spring 2017 – Thursdays—12:30 – 4:05

Instructor: Dr. Sylvia Y. Schoemaker Rippel

Email: sysr@lincolnuca.edu

Course-related email for the semester: profsylvia@gmail.com

Office hours and location: T, Th 11:45-12:30 and by arrangement, room 307 Office

phone: 510-628-8036

Instructional Materials and References Required

texts:

Kevin, K. (1999). *The big picture: idioms as metaphors*. Boston, Cengage. (ISBN: 0395917123)

Reynolds, M. (1998). *Vocabulary connections book II, word parts*. New York, NY, McGraw Hill. (ISBN: 007052629x) **Recommended Texts:**

Dictionary, thesaurus

Course Description

The course focuses on vocabulary building and enrichment through words used in context. Emphasis will be given to most frequently used words in spoken and written English. (NC)

IAEP 5 covers the aspects of vocabulary development in functional communicative contexts. The core of the course will emphasize meaningful practice aimed at vocabulary expansion through contexts, word families, word structures and combining parts.

Course Objectives

Students will develop vocabulary skills for functional communicative purposes, in context-centered study and expansions.

Learning Objectives

Students will demonstrate improved vocabulary recognition and production skills, orally and in writing, through targeted quizzes, tests (pre and post) and exercises (class and text-based).

Topical Outline and Homework

Vocabulary, including word parts, content and structure words, and idiom study is through contexts of immediate academic and high interest socio-cultural relevance. Among topics included are vocabulary elements for time, position, direction; idioms relating to ideas, personal and global perspectives, and best practices in vocabulary acquisition.

Instructional Methods

A cooperative learning model is employed. Small group and individual discovery exercises and presentations will augment lectures, discussion and applications.

SCHEDULE (Homework/ readings to be completed by date listed)

Week	Date	Topic	<i>Vocabulary Connection: Word Parts Chapter</i>	<i>Big Picture Idiom/Metaphor Theme Units</i>
1	19-Jan	Introduction		
2	26-Jan	Time	Chapter 1	1. Ideas: C1, C2
3	2-Feb	Position; Direction	Chapter 2	2. Knowledge: C3
4	9-Feb	Size; Number	Chapter 3	3. Argument: C4
5	16-Feb	Additional Prefixes	Chapter 4	4. Emotion: C5
6	23-Feb	Common Roots	Chapter 5	5. Money: C6
7	2-Mar	More Roots	Chapter 6	5. Money: C7
8	9-Mar	Review	Review	6. Control: C8

9	23-Mar	Exercises	Exercises	7. People C9, People are Food
10	30-Mar	Suffixes	Chapter 7	8 Life, C10, C11, C12
11	6-Apr	Word Families	Chapter 8	C13
12	13-Apr	More Word Families	Chapter 9	C14, C15
13	20-Apr	Dictionary Study	Chapter 10	
14	27-Apr	Individual Review Studies and Final ePortfolio/PPT		
15	TBA	Post Testing		

Assessment Criteria & Method of Evaluating Students

As participants in a course that is part of the non-credit IEP program, students do not receive letter grades. Instead, successful students will earn a completion report from their instructors based on their course work, progress, post-test measures, and individual profiles. Students successfully completing the program with the prerequisite instructor recommendations will receive a Certificate of Completion. The following table lists some of the primary areas evaluated for progress indication purposes:

Class attendance and Participation	25
Exercises and Quizzes	15
Projects	15
Homework Assignments	15
Presentations	15
Final Review Tests	15
Total	100

The following letter grade / point scale is provided for informational purposes only. While individual assignments may be evaluated on such a scale, no final letter grades will be assigned beyond the complete/incomplete evaluations as discussed above.

100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-65	D+
64-60	D
59 or <	F

Last revised: 12/16