DEPARTMENT OF ENGLISH

COURSE NO.  EN115

TITLE OF COURSE: Experiencing English Language and American Culture

REVISION

NEW  X

I. Catalog Description and Credit Hours of Course: As an immersion program in the English language and American culture, this is an elective course limited to English-as-a-second-language (ESL) students. The participants will share a residence for one semester with an American roommate. One hour.

II. Prerequisite(s):
A. Be a non-native speaker of English
1. Agree to live with a native-English-speaker roommate in a designated university residence hall
2. Have a G.P.A. of at least 2.0
3. Be concurrently enrolled in an Intensive English Program (IEP) Bridging Program or an English class at the 100-level (EN105, EN110, or EN111)

III. Purposes or Objectives of the Course:
1. Provide a student studying English as a second language the opportunity to interact with a native English speaker
2. Develop knowledge and appreciation of American culture
3. Facilitate the cultural adjustment of the student

IV. Expectations of Students:
1. Take an entry examination to assess English proficiency level
2. Live with a native speaker of English in a university housing unit and speak English with the roommate
3. Participate in scheduled weekly discussions on cultural topics and watch English language TV or programs weekly and use the resources available in the English language lab to improve their communication skills
4. Keep a two-page weekly reflection journal on the topical discussions, the reading assignments, and the English language programs
5. Conduct a term project, which will be an integral part of the student’s longitudinal experience in cross-cultural living with a native English speaker

Following is the general timetable for the progress of the project:

3rd week: submit a topic proposal to the instructor and meet with the instructor to discuss the scope of the project
5th week: present to the instructor a detailed outline of the project
9th week: complete the secondary research (library research on the topic)
12th week: complete the primary research (field research on the topic)
14th week: present to the class in oral form the research results
16th week: submit project in written form

6. Take an exit assessment to pass the course. (The assessment will cover a combination of language skills including speaking, listening, reading, and writing, and the focus will be on the students’ sociofunctional ability in using the target language.)
V. Course Content or Outline (Indicate number of class hours per unit or section):
By means of the interactive and individual activities stated in the above section, the students will become familiar with the following cultural themes, as structured progressively:
2. **Meeting people:** How people address one another; social and physical distance; attitudes towards professions; social classes; men and women (hour 1)
3. **Foods and etiquette:** Typical foods; social gathering around food; table manners (hour 2)
4. **Family and relationships:** What a typical family is like; family ties and values; how parents interact with children: core family, extended family, single-parent family; dating procedure; how the two genders relate to each other (hours 3 and 4)
5. **Dos and don’ts:** What to say and what not to say at various times and places; common social phrases; taboos; how privacy is viewed; how people interact (hour 5)
6. **How is time viewed:** How punctuality is defined; how late is late and on what occasions; common excuses and apologies for being late (hour 6)
7. **Hobbies, sports, and vacations:** What games and sports people play; how sports affect one’s daily or family life; what people do for their vacations (hour 7)
8. **Holidays:** What the major holidays are; what their significance is; how people celebrate the holidays (hour 8)
9. **How is health valued:** What role doctors play; how people take care of their health; wellness and fitness from a cultural view (hour 9)
10. **School and learning:** How learning is valued; how education adds to one’s status; how titles are used (hour 10)
11. **Work and pay:** General attitudes toward work; how the environment influences work and life styles; what roles the modes of transportation play; how much students work (hour 11)
12. **Special topics** related to individual/group research projects (hours 12-16)

The specific content of the themes will depend on the instructor’s implementation and the students’ input.

VI. Textbook(s) and/or Other Required Materials or Equipment:


VII. Basis for Student Evaluation:

A. Progress in oral proficiency in English as determined by audio-taped interviews conducted at the beginning and the end of semester  20%

2. Active participation in weekly discussions  20%

3. Two-page weekly topical
4. Oral presentation on the research project of a cultural theme 10%

5. Written research project 25%

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