### Course: Accuracy and Fluency
### Code: ULNG 098
### Faculty: Lindemberg Domínguez
### Credits: 3
### Contact Hrs: 48 hours
### Non-Contact Hrs: 96 hours
### Year: 2010
### Period: Winter
### Days: Mon through Thu
### Schedule: 7:25 – 8:45 pm
### Room #: G - 204
### Date: Jan 11 – March 5, 2010

#### 1. Description
This course provides an intensive speaking setting for developing students’ skills in academic English. Accuracy and Fluency moves beyond upper-intermediate communicative competence to track student progress in formal and informal speaking projects. Accuracy and Fluency is a project-based course meant to provide as much student speaking opportunity as possible and a final focus on pronunciation and listening comprehension before embarking on content courses in ICP. The emphasis is specifically on speaking, listening, presenting and expressing opinions succinctly.

#### 2. Justification
Accuracy and Fluency is the second of the Bridge courses, designed to prepare students for accurate and fluent use of oral English that they will require in ICP. This preparation will guide them in oral speech in their future professional discourse.

#### 3. Objectives

##### 3.1 General-
At the end of the bimester, students will be able to confidently present their ideas orally in English in both formal and informal settings. The general objective of this course is to improve students’ pronunciation, fluency, and self-confidence in speaking English.

##### 3.2 Specific-
The specific Objectives are the following:
- To have interactive learning through group work
- To have oral involvement in topics
- To prepare and conduct an interview on political and/or controversial topics, summarizing response in oral presentation
- To lead a small-group discussion with peers to develop an awareness of timing and equal participation
- To deliver a formal process speech on a pre-approved topic, accompanied by a Power Point presentation
- To participate in a timed debate to enhance extemporaneous thinking and production
- To deliver an oral character analysis based on assigned reading or video
- To become cognizant of pronunciation difficulties and solutions
- To develop spoken modes
- To stimulate and extend personal criteria on social and political matters
- To create competence in spoken language to accurately use English grammar structures and be conversant in the meta-language of grammar
### 4.- COMPETENCIES
- To express opinions with good grammatical control and good pronunciation
- To recognize common errors and employ self-correction
- To demonstrate fluent spoken English
- To deliver a formal speech in front of an audience
- To analyze literary characters
- To justify opinions in a pressurized environment

### 5.- COURSE CONTENT OUTLINE

<table>
<thead>
<tr>
<th>DATES &amp; SESSIONS</th>
<th>SPECIFIC COMPETENCIES</th>
<th>CONTENTS</th>
<th>NON CONTACT HOURS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1 Jan 11</td>
<td>Carries out an effective, fluent interview, departing spontaneously from prepared questions.</td>
<td>Syllabus and course materials, student interviews and introductions</td>
<td>Prepare student introduction 2 hour</td>
<td>Students’ class participation</td>
</tr>
<tr>
<td>Session 2 Jan 12</td>
<td>Synthesizes and reports information and arguments from a number of sources</td>
<td>Accuracy and Fluency lecture Pronunciation practice: syllables.</td>
<td>Assign a movie - review 3.5 hours</td>
<td>Students’ class participation</td>
</tr>
<tr>
<td>Session 3 Jan 13</td>
<td>Follows up and probes interesting replies. Takes initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.</td>
<td>Movie-review discussion</td>
<td>Work on oral reports on articles about political beliefs. 2 hours</td>
<td>Student participation</td>
</tr>
<tr>
<td>Session 4 Jan 14</td>
<td>Departs spontaneously from a prepared text and follow up interesting points raised by members of the audience</td>
<td>Interview classmates on political beliefs.</td>
<td>Assign a topic for class discussion</td>
<td>Graded report of interview findings</td>
</tr>
<tr>
<td>Session 5 Jan 18</td>
<td>Uses the language fluently, accurately and affectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.</td>
<td>Class discussion on topic assigned</td>
<td>Prepare discussion topic as leader-research, practice at home. 3 hours</td>
<td>Graded report of interview findings</td>
</tr>
<tr>
<td>Session 6 Jan 19</td>
<td>Communicates spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.</td>
<td>Roles and tasks in leading small-group discussion and practice.</td>
<td>Assign a movie-review. 4 hours</td>
<td>Graded discussions for leader and class participation</td>
</tr>
<tr>
<td>Session 7 Jan 20</td>
<td></td>
<td>Movie-review discussion</td>
<td>Prepare discussion topic. 4 hours</td>
<td>Graded discussions for leader and class participation</td>
</tr>
<tr>
<td>Session 8 Jan 21</td>
<td></td>
<td>Class discussions</td>
<td>Students practice lecture materials, 2 hours</td>
<td>Graded elements in process speech</td>
</tr>
<tr>
<td>Session 9 Jan 25</td>
<td></td>
<td>Class topical discussion, Speech delivery lecture</td>
<td>Prepare movie-review discussion</td>
<td>Student discussion</td>
</tr>
<tr>
<td>Session 10 Jan 26</td>
<td></td>
<td>Movie-review discussion-content</td>
<td>Prepare debate on pre-given topic. 4 hours</td>
<td>Student discussion</td>
</tr>
<tr>
<td>Session 11 Jan 27</td>
<td></td>
<td>Class debate on prepared topic</td>
<td>Review class notes</td>
<td>Student class participation</td>
</tr>
<tr>
<td>Session 12 Jan 28</td>
<td></td>
<td>Continue class debate</td>
<td>Review class notes</td>
<td>Student class participation</td>
</tr>
<tr>
<td>Session 13 Feb 1</td>
<td></td>
<td>Pronunciation practice</td>
<td>Prepare for exam</td>
<td>Participation and preparation</td>
</tr>
<tr>
<td>Session 14 Feb 2</td>
<td></td>
<td>Identification of standard spoken language, live or</td>
<td>MIDTERM ORAL EXAM</td>
<td>Student participation</td>
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6.- METHODOLOGY
Based on the Communicative Approach, or notional-functional approach, this course aims to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.
While this approach has various interpretations, peer work, group problem solving, and focus on different types of communicative purpose are at its core, and are exemplified in the projects required in this course. The activities are to reinforce vocabulary, grammar structure, learning strategies, and language functions. There is a strong focus on both listening comprehension and speaking practice through realistic and interesting passages.

7.- EVALUATION

7.1 Assessment Criteria
- Homework
- Oral quizzes
- Class participation
- Presentations
- Oral exams

7.2 Performance Markers
- Centered discussion of topics
- Presents examples of planned and spontaneous speaking
- Shows logical Analysis of topics
- Shows good pronunciation
- Presents summaries in good chronological order
- Demonstrates clarity in ideas
- Demonstrates fluency in speaking
- Has good use of intonation

7.3 Weighting

<table>
<thead>
<tr>
<th>Partial 1:</th>
<th>Partial 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic discussion</td>
<td>10 %</td>
</tr>
<tr>
<td>Topic summarization</td>
<td>10 %</td>
</tr>
<tr>
<td>Presentations</td>
<td>20 %</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10 %</td>
</tr>
<tr>
<td>Oral Exam</td>
<td>50 %</td>
</tr>
</tbody>
</table>

8.- BIBLIOGRAPHY

8.1 COMPLEMENTARY BIBLIOGRAPHY
Smith, Mare. Themes for Today. H&H
Walter. Genuine Articles. Cambridge UP
Current Newspaper articles.

8.2 WEBliography
- On-hand
9.- FACULTY INFORMATION

NAME: Dr. Lindemberg Domínguez, M Ed.

ACADEMIC CREDENTIALS:
- Masters in Bilingual Education: Teaching English as a Second Language and Administrating Bilingual Programs
- Medical Doctor

E-MAIL ADDRESS: lindembergdm@hotmail.com

10.- FACULTY SIGNATURE AND OR DEAN/DIRECTOR’S APPROVAL (SIGNATURE)

Prepared by: Dr. Lindemberg Domínguez, M Ed.  Date: Jan. 4 / 2010

Reviewed by: Dean Monica Reynoso  Date: January, 2010