COURSE DESCRIPTION AND OBJECTIVE

This support class will help better prepare you for success in COMM 101 as well as improve your speaking/writing skills. This course’s main focus will be on different aspects of language and emphasis will be placed on improving speech, including pausing, articulation, pronunciation, rhythm, stress, and essay writing skills such as thesis, main ideas, details, and citation. Upon completion, students should be able to demonstrate more effective and natural speech in various contexts.

STUDENT LEARNING OUTCOMES

By the end of the course, students should be able to:

**SPEAKING**
- Pause appropriately and effectively
- Link words
- Stress content words and reduce function words
- Use intonation to communicate meaning
- Practice correct speech patterns on individual tapes or sound files
- Learn to self-monitor and self-correct for pronunciation problem areas
- Pronounce vowels and consonants clearly

**WRITING**
- Give reasons and explanations for opinions, plans, and actions
- Review the basics of essay writing (attention-getter, thesis statement, topic sentences,
LISTENING AND READING

- Pay attention and briefly summarize the topic, theme, and main points of other presenters’ speech, lecture clips, and various media speeches
- Briefly summarize short academic readings and verbally deliver the message to others

STUDENT LEARNING EVALUATION PLAN

<table>
<thead>
<tr>
<th></th>
<th>Classwork and Assignments</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Participation and Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>Midterm Topic Discussion</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>Final Presentation</td>
<td>25%</td>
</tr>
</tbody>
</table>

COURSE MATERIALS

- No EAP textbook required
- Supplementary materials will be given by instructor and posted to the course on Blackboard.

CLASS POLICIES

ATTENDANCE POLICY: Attendance is taken at every class. Each tardy (5 min.+ or early departure from class is considered ½ absence. Any extended break (5+ min.) during class time will also count as a ½ absence.

PRESENTATIONS: If you are assigned to give a practice presentation and you are absent, you will be deducted 10 points from your overall grade unless valid excuse with documentation is provided.

LATE WORK: Late assignments will NOT be accepted (i.e. Deadline: 11:55:00 PM/ Late submission:11:55:17 PM). This policy will be strictly enforced.
Assignments MUST be uploaded to Blackboard. Work emailed to me will NOT be accepted. It is your responsibility to go to IT Services immediately if you are having problems logging in.

Hand-written assignments must be turned in at the beginning of the class or as soon as you come in. No assignments will be accepted at the end of the class.

In the event of an unusual and dire emergency, contact the instructor and peer advisor BEFORE an assignment is due (i.e. take screen shot of the page showing uploading problems and email it to me). You are required to provide evidence (i.e. doctor’s note, copy of speeding ticket, etc…) of your emergency to be considered for alternative accommodations.

**GRADES**: All grades will be posted to Blackboard, so it is your responsibility to keep track of your grades. Do not lobby me about your grade, before, during or after class unless you feel there is a calculation error. Also, please do NOT request “extra credit” work to improve your grade. You have plenty of grade opportunities in this course and extra assignments are unnecessary.

**IN-CLASS WORK**: Your active participation and preparedness in class are expected and required. There are in-class assignments throughout the semester, which may not be made up without valid excuse.

**WALK-IN**: It is expected that students in this class respect the presentation times of their classmates. I will ask those who are excessively tardy (5 min. or more) to wait until a classmate’s presentation is over (wait for clapping) and then come quietly into the classroom. You may avoid walking in late during a classmate’s presentation by coming to class on time.

**APPOINTMENTS**: Email me if you would like to meet me outside of my office hours.

**CONTRACT**: You should consider this syllabus as your contract for the course. You must follow the directions for each assignment and ensure that you submit your work on time. This class can be successfully completed if you manage your time effectively, come to class prepared, and turn in work in a timely and high quality fashion. These are behaviors that will enable you to be academically successful in your other classes as well.

**STUDENTS WITH DISABILITIES**: If you are a student with a disability and you need academic accommodations, please let your instructor and peer advisor know at the first class meeting. All academic accommodations for students with disabilities must be arranged through the Office of Disability Services (Department of Academic Affairs, GMUK) or http://ods.gmu.edu.

**PRIVACY**: Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and is an essential aspect of any course. Your instructor cannot discuss your educational record with your parents, your friends, or anyone except for you. Because your GMU email is the only one that we can explicitly identify as belonging to you, your instructor will only communicate with you via email using your GMU address, and your
instructor will not discuss grades via email. Students must use their masonlive email account to receive important university information, including messages related to this class. See http://masonlive.gmu.edu for more information.

**CONTACT AND DOCUMENT SAVING POLICY:** Students must use the GMU email system for all correspondence with the professor. It is imperative that you communicate with me by e-mail when you are experiencing illness or difficulty. If you wait until your problems are over to talk to me, I may have no recourse but to fail you based on course policies.

When contacting me via email, use the following format on the subject line:

Format: Last Name First Name EAP 101 Section# Email Subject
Example: Swift Taylor EAP 101 KO1 Outline Question

When saving a document, use the following format:*  

Format: Last Name First Name EAP 101 Section # Name of Assignment
Example: Swift Taylor EAP 101 PO1 Draft #1 Issue

*There is a 2-point penalty for incorrectly titled documents when uploading to Blackboard.

**GRADING**

The final grade will be assessed through written work, homework, in-class graded assignments and speeches. You are required to earn a “C” or better in this course in order to fulfill program requirements. All of the assignments and handouts will be posted to Blackboard (under Assignments and Course Content). There is no **FINAL EXAM** in this course.

Your course grade will be based on the following scale:

- A+ 97-100
- A 93-96
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D 60-69
- F 0-59

**EXPECTATIONS:**

- As instructor: My responsibility lies in helping students understand the assignments, guide you in presenting coherent and well-organized presentations, and improve your oral language skills.
- As students: Your responsibility is to utilize the available resources (professor, Academic Resource Center, etc…) on campus as best as you can to complete your work in a timely, well-thought out, and coherent way. Organize yourself and be good about time management (i.e.presentation dates). These are essential skills that you
must have if you are to succeed not only in this class, but in all your academic classes.

- Emails are checked daily and every effort is given to answer all types of communication. However, instructor will be given 24 hours to reply to any type of correspondence.
- The instructor reserves the right to change the syllabus (assignments and due dates) as deemed necessary.

PLAGIARISM

HONOR CODE: This class operates in accordance with the university honor code. Even though you are encouraged to work together on some assignments and projects, you are expected to submit YOUR own original work. All suspected honor code violations will be dealt as following:

1ST OFFENSE: Assignment will receive a zero and student must have a conference with professor and/or advisor before further action is instituted.

2ND + OFFENSE: Student will be reported to the honor committee for appropriate action.

- Copying any other person’s work and submitting it as one’s own, whether as a written document or an oral presentation.
- Copying or paraphrasing passages, sentences, phrases, data, statistics, isolated formulas, and visual aids from print, oral, or Internet sources without proper acknowledgment.
- Using someone else’s ideas without giving credit to the source.
- Submitting a professionally prepared research paper (paid) as one’s own work.
- Submitting work that resulted from an unauthorized collaborative effort as individual work.
- Reusing or recycling a paper or research done for credit in a previous course without the permission and approval of all the professors involved.
- Offering material assembled or collected by others as one’s own project or collection.
- Fabricating or creating material (statistics, text, etc.) to cite as a legitimate source.
- Documenting a source inaccurately.
- Misrepresenting one's own facility with written language by engaging another individual to proofread substantial portions of a student's work.*
  - Also adapted from: https://www.iusb.edu/tutoring/plagiarism.php

ACADEMIC INTEGRITY

It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. The Honor Code reads as follows: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among
all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this Honor Code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found on the Committee of Academic Integrity’s website at https://masonkorea.gmu.edu/mkaa/cai.

ACADEMIC RESOURCE CENTER

The Academic Resource Center, GMUK is in the business of looking at your papers and problems to improve your academic achievement in the area of Writing, Mathematics, Accounting, Statistics, and Economics. You are invited to utilize the faculty and student tutor services at a variety of stages in your academic activities, checking to see that your project specifically meets the directions specified by your instructor. While tutors are helping you in your writing or projects, they do help you become conscious of particular error patterns that emerge in your work. For more information, please contact Professor Eunmee Lee, director of Academic Resource Center (elee45@gmu.edu, office #638).

DISABILITY STATEMENT

If you are a student with a disability and you need academic accommodations, please see either your professors or advisor and contact the Office of Disability Services (ODS) http://ods.gmu.edu. All academic accommodations must be arranged through the ODS.

MASON'S DIVERSITY STATEMENT

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected. The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach. Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous
monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

OPEN DOOR POLICY

Your professors are open to your comments, suggestions, and feedback on the course at ANY time. Feel free to email or see me before or after class to discuss your ideas and concerns. You may also submit your thoughts anonymously.

EMAIL POLICY

If I need to email you, I will use your Mason email account. You are responsible for checking Blackboard and your e-mail regularly to get updates about the course.

Email makes it easy to contact your professor, but it also requires that you think about the expectations of your audience. Here are some tips for emailing me and your other professors:

- Treat an email to a professor as a formal correspondence. Use a respectful greeting such as "Dear Professor Lee."
- Include your full name in the email. Professors teach many classes with lots of students; make sure your name appears in the email so that the professor knows who you are and what class you belong to.
- Have reasonable expectations for response time. You should not expect a quick reply to emails sent late at night or over the weekend, nor should you expect an immediate response in general. Your professors are always busy.
- However, help your professors remember. If two full business days have passed since you sent your email, send a second email and clearly state the type of response you would like. It's possible your message was overlooked, or that your professor didn't realize you expected a reply.
- Use a respectful closing. Close the email with something respectful such as "thank you," "regards," "see you on Wednesday," etc.

PLEASE NOTE The Instructor reserves the right to make changes to this syllabus in order to achieve course synthesis. Any necessary changes will be announced in class as well as on Blackboard. As instructor: My responsibility lies in helping you Patriot Plus Program (PPP) students understand the assignments, guide you in presenting coherent and well-organized presentations, and improve your oral language skills. As students: Your responsibility is to utilize the available resources (your professor, the Academic Resource Center https://masonkorea.gmu.edu/academic-resource-center/, and the library online (https://library.gmu.edu/), and on campus as best as you can to complete your work in a timely, well-thought out, and coherent way. Organize yourself and be good about time management (i.e. presentation dates). These are essential skills that you must have if you are to succeed not only in this class, but also in all your academic classes. Emails are checked daily and every effort is given to answer all types of communication. However, instructor will be given 24 hours to reply to any type of correspondence.
**Important Dates**

Dates listed on this page are for full-semester courses.

<table>
<thead>
<tr>
<th>FALL 2022</th>
<th>Full Semester</th>
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<tbody>
<tr>
<td>First Day of Fall Classes</td>
<td>Mon Aug 22</td>
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<tr>
<td><em>Fall Recess (no classes)</em></td>
<td>Wed Sep 7-Thu Sep 8</td>
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<tr>
<td><em>Harvest Moon Festival (no classes)</em></td>
<td>Fri Sep 9-Sun Sep 11</td>
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<tr>
<td><em>Harvest Moon Festival - Alternative Holiday (no classes)</em></td>
<td>Mon Sep 12</td>
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<tr>
<td>Mid-term Evaluation Period (100-200 level classes)</td>
<td>Mon Sep 19-Fri Oct 21</td>
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<tr>
<td><em>National Foundation Day (no classes)</em></td>
<td>Mon Oct 3</td>
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<tr>
<td>Make Up Day (Follow Monday Schedule. Tuesday classes do not meet.)</td>
<td>Tue Oct 4</td>
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<tr>
<td><em>Hangul Proclamation Day (no classes)</em></td>
<td>Sun Oct 9</td>
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<tr>
<td><em>Hangul Proclamation Day - Alternative Holiday (no classes)</em></td>
<td>Mon Oct 10</td>
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<tr>
<td>Last Day of Classes</td>
<td>Mon Dec 5</td>
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<tr>
<td>Reading Day(s)</td>
<td>Tue Dec 6</td>
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<tr>
<td>Examination Period</td>
<td>Wed Dec 7-Wed Dec 14</td>
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* All dates are subject to change.
**Tentative Course Schedule & Assignment:** This schedule may be changed to better meet the needs of the class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Objectives</th>
<th>Topic &amp; Activities</th>
<th>Assignments &amp; Quizzes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>August 23</td>
<td><strong>Introduction</strong>&lt;br&gt;1. Identify major information stated in the syllabus&lt;br&gt;2. Identify individual student's class goals and ideas (Presurvey)&lt;br&gt;3. Get to know the classmates (Ice-break)&lt;br&gt;4. Notice features of informative speech</td>
<td>1. Review of syllabus (20 minutes)&lt;br&gt;2. Presurvey (15 minutes)&lt;br&gt;3. First day ice break (20 minutes)&lt;br&gt;4. Review and discuss: Informative speeches (20 minutes)&lt;br&gt;5. Q &amp; A and Closing (15 minutes)</td>
<td>1) Assignment: self-intro video on the discussion board by Midnight.&lt;br&gt;* 1-2 minutes (10 points for submission within due)&lt;br&gt;2) Leave your friendly comment on your classmates' postings 2-3 times, due one hour before next class.</td>
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<td>2</td>
<td>August 30</td>
<td><strong>Features of Literary Device</strong>&lt;br&gt;1. Identify major activities and assignments for COMM101 class&lt;br&gt;2. State major features of literary devices&lt;br&gt;3. State a story in proper past-present-future tenses on topic of ‘History of My English Learning.’</td>
<td>1. COMM topic review. (10 minutes)&lt;br&gt;2. Literary devices (30 minutes)&lt;br&gt;3. How to improve English: group discussion (30 minutes)&lt;br&gt;4. History of my English learning (20 minutes)&lt;br&gt;5. Class assignment: Reflection (5 minutes)&lt;br&gt;6. Wrapt up and Q &amp; A (5 minutes)</td>
<td>1) Assignment: Upload your audio/video narration on your personal experience of learning English: 1-2 minutes by Midnight. (10 points for submission within due)&lt;br&gt;2) Leave your friendly feedback or ideas on your classmates' posting 2-3 times, due one hour before next class.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
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<td>September 6</td>
<td><strong>Summarizing and Explaining</strong></td>
<td>1. Practice effective verbal summary and explanation on a given graph</td>
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<td>2. Listen to given information and draw a chart.</td>
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<td></td>
<td>1. Verbal summary and explanation</td>
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<td>2. Pie-chart drawing and reporting</td>
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<td>September 13</td>
<td><strong>Interview Skills</strong></td>
<td>1. Review interview skills</td>
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<td>2. State interview strategies</td>
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<td>3. Make a successful interview</td>
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<tr>
<td>20</td>
<td><strong>Types of Communication</strong></td>
<td>1. Explore types of communication</td>
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<tr>
<td>27</td>
<td><strong>Art of Questioning</strong></td>
<td>1. Review question types and examples</td>
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1) **Verbal summary of the graph:**
Upload your recorded summary on the blackboard by Midnight.

(Up to 5 points for submission within due)

2) **Class activity assignment:**
Upload the pie-chart on the blackboard by Midnight.

(Up to 5 points for submission within due)

1) **Upload the interview recording/video on the discussion board by Midnight.**

(Up to 10 points possible for submission within due).

2) **Leave your friendly feedback or ideas on your classmates' posting 1-2 times, due one hour before next class.**

1) **In-class quiz on questioning.** Try to complete it during
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Tasks</th>
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</table>
| Oct 4 | **Narrative Speech** | 1. Review and discuss effective narrative skills  
2. Practice narrating  
3. Make a narration on a given situation  
4. Create a story on a given prompt  
5. Prepare for the midterm interview for next week |
| | | 1. **Narrative description skills**  
2. Story telling  
3. Discuss midterm interview, and sign up for the one-on-one schedule for next week |
| | | 1) Fill in the speech bubbles in the comic strip and then narrate the story in your words. Upload your recorded story on the discussion board by Midnight.  
(Up to 10 points possible for submission within due.)  
2) Leave your friendly feedback or ideas on your classmates' posting 1-2 times, due one hour before next class. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activities</th>
<th>Details</th>
</tr>
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</table>
| 8    | October 11 | Body Language | Identify features of body language: gestures, postures, and facial expressions | 1. Narrate the situation with proper use of verb and vocabulary  
2. Make direct or indirect questions properly on given situations |
|      |         |            | Midterm Review Interview (One-on-one)                                    | Part 1: Describe the given situation  
Part 2: Make questions (up to 5) |
|      |         |            | **Dynamic Narration**                                                     | **20 points possible for Part 1 and 2.** |
|      | October 18 |            | 1. Describe the ongoing scene in present or present-continuous verb forms. | 1) Upload your narration on the discussion board by Midnight.  
(Up to 10 points possible for submission within due). |
|      |         |            | 2. Distinguish the use of present and present continuous tenses.          | 2) Leave your friendly feedback or ideas on your classmates' posting 1-2 times, due one hour before next class. |
| 9    | October 18 | Dynamic Narration | Review the silent video clips  
Listen to the instructor's narration on the silent video clips  
Listen to classmate's narration on the silent video clips  
Record my narration on the silent video clips and upload it on the Discussion Board. | 1) Upload your narration on the discussion board by Midnight.  
(Up to 10 points possible for submission within due). |
|      |         |            | **Body Language**                                                         | **10 points possible for submission within due).** |
(Up to 10 points possible for submission within due). |
<p>|      |         |            | 2. Pick 5 gestures and create a video presentation imagining that you are teaching these gestures to students. | 2) Leave your friendly feedback or ideas on your classmates' posting 1-2 times, due one hour before next class. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>November 1</th>
<th>November 8</th>
<th>November 15</th>
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</table>
| **Direct vs. Indirect Speech** | 1. Review the structure of direct and indirect (reported) speech  
2. Distinguish and state the structural difference between direct and indirect speech in English  
3. Create a direct speech conversation from a given story  
4. Switch the direct speech dialogue to reported speech | 1. Review: Reporting directly and indirectly  
2. Exercise: Direct and indirect speech pattern practice | 1. Persuasion-Deliberative Dialoge: review  
2. Rhetorical triangle: review |
| **Pursuasion and Rhetorical Triangle** | 1. Identify elements of successful persuasion  
2. Distinguish rhetorical elements: logos - ethos - pathos  
3. Explain the rhetorical triangle concept with examples | In-class assignment: Complete the exercise and upload your answer on the Weekly Module, assignment page by Midnight.  
*(Up to 5 points possible for submission within due)* | In-class quiz: Listen carefully to the questions and answer within the class hour.  
*(Up to 5 points possible for submission within due)* |
| **Types of Graphics** | 1. Identify graphics and features of each one  
2. Verbally interpret graphics | 1. Types of graphics that you can use for your presentations  
2. Practice explanation of the graphics | 1) Upload your summary on graphics on the discussion board by Midnight. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Objective Explanation</th>
<th>Final Presentation (25%)</th>
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</table>
| November 22 | 1. Distinguish mean - median - mode along with samples of each concept  
               2. Distinguish between fact and opinion along with proper contrasting samples  
               3. Plan final presentation  
               1. Review mean - median-mode and complete the class worksheet  
               2. Complete worksheet on fact and opinion during the class.  
               3. Choose the final presentation topic and draft it during the class.  
|            | (Up to 10 points possible for submission within due).  
               2) Leave your friendly feedback or ideas on your classmates' posting 1-2 times, due one hour before next class.  
| November 29 | 1. Display mastery of content and speaking skills through final presentation  
               2. Peaceful closure of the course work  
|            | Final Presentation  
| December 6 | Reading Week, No Class  
|            | No Final Exam  

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Reading Week, No Class

No Final Exam