

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:

3<sup>rd</sup> week: submit a topic proposal to the instructor and meet with the instructor to discuss the scope of the project

5<sup>th</sup> week: present to the instructor a detailed outline of the project

9<sup>th</sup> week: complete the secondary research (library research on the topic)

12<sup>th</sup> week: complete the primary research (field research on the topic)

14<sup>th</sup> week: present to the class in oral form the research results

16<sup>th</sup> 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 Atypical@ family is like; family ties and values; how parents interact with children: core family, extended family, and single-parent family; dating procedure; how the two genders relate to each other (hours 3 and 4)
5. *Do=s 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 Alate@ 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:**

Seelye, H. N. & Wasilewski, J. H. (1996). *Between cultures: Developing self-identity in a world of diversity*. Lincolnwood, IL: NTC Publishing Group.  
Hartman, P. (1989). *Clues to culture*. New York: McGraw-Hill.

**VII. Basis for Student Evaluation:**

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| 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.

journal and  
brief  
presentations 25%

Oral  
presentation  
on the  
research

project of a  
cultural  
theme 10%

5.

Written  
research  
project 25%

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