

## ANL-3010 *Advanced English I*

(ANL-14960 former code)

(PR: ANL-2020)

*Ce cours est réservé aux étudiants dont la langue maternelle n'est pas l'anglais*

Chargé(e) de cours: \_\_\_\_\_

3 cr. AHPE

Temps consacré au cours: 3-0-0-6

### GOAL

Fulfil the university's and the school's mission to provide courses which contribute to the development of students' general communication skills and knowledge of other cultures.

#### *Université Laval's mission statement*

« . . . Il est également suggéré que, . . . , la description d'un programme puisse comprendre quatre types d'activités: disciplines, d'intégration (pour assurer le lien entre les diverses disciplines ou champs d'études du programme), **complémentaires (en relation avec des disciplines ou champs d'études connexes, liées au développement des aptitudes à la communication et à l'expression, à la maîtrise des outils électroniques) et de culture.** . . . » (<http://hermes.ulaval.ca/~linoc/sommaire.html>)

#### *ELUL'S mission statement:*

« L'École a comme mandat principal de répondre aux besoins de la communauté universitaire en ce qui a trait à la formation pratique en langues secondes et étrangères et à l'évaluation des compétences dans ces domaines. » ([http://www.elul.ulaval.ca/sgc/a\\_propos/pid/6415](http://www.elul.ulaval.ca/sgc/a_propos/pid/6415))

### GENERAL OBJECTIVES

To improve linguistic accuracy when speaking and writing, and increase linguistic awareness when reading and listening.

To expand the student's language repertoire so that s/he can more effectively communicate in English.

To raise students' consciousness about the importance of 1) linguistic accuracy; 2) using learning strategies judiciously; 3) accepting to be engaged, effective and autonomous language learners.

## SPECIFIC OBJECTIVES

This is a **9-hour** course - 3 hours in class, 6 hours out of class - whose objective is to develop the skills of listening, reading, writing, and speaking in synergy, and in an interactive learning environment. The skills are not necessarily taught in isolation, and the cognitive levels are not always encountered separately or in a linear fashion: teaching and learning are interactive and cyclical.

COGNITIVE LEVELS	LISTENING	READING	WRITING	SPEAKING
<p>KNOWLEDGE</p> <p>↓</p>	<p>Identify all targeted* grammatical, pronunciation &amp; vocabulary points. Identify main ideas and supporting details presented in a recorded interview, report, <b>and/or</b> conversation. *(See pp. 5-7 for details).</p>	<p>Recognition of targeted* grammatical, lexical &amp; syntactical structures. Recognition of common basic cognates &amp; false cognates. *(See pp. 5-7 for details).</p>	<p>Identify the organizational pattern of a report, summary, text, or essay (e.g.: opinion, contrast &amp; comparison, argumentative, etc.). Identify the tone as being formal or informal. Recognise task &amp; genre appropriate lexical &amp; grammatical elements.</p>	
<p>COMPREHENSION</p> <p>↓</p>	<p>Distinguish all targeted grammatical, pronunciation &amp; vocabulary points. In student's own words, <b>or</b> by choosing responses, identify main ideas &amp; supporting details presented in a recorded interview, report, <b>and/or</b> conversation.</p>	<p>Decode all targeted grammatical &amp; vocabulary points. Identify main idea(s), &amp; supporting details; intro &amp; conclusion; genre.</p>		
<p>APPLICATION</p> <p>↓</p>	<p>Take notes to be used in summary writing. Do dictations covering taught grammatical elements.</p>	<p>Use monolingual &amp; bilingual dictionaries efficiently.</p>	<p>In a paragraph, use simple, compound &amp; complex sentences with coordinating &amp; subordinating connectors, and grammatical elements targeted in the course program. Use suitable &amp; varied vocabulary.</p>	<p>Use targeted* grammatical, pronunciation, &amp; vocabulary points to engage in oral tasks (e.g. answering questions, replicating specific grammatical structures, &amp; participating in discussions). *(See pp. 5-7 for details).</p>
<p>ANALYSIS/ SYNTHESIS</p>	<p>After listening to a recorded interview, report, <b>and/or</b> conversation, answer questions about the main ideas &amp; supporting details, and justify answers when required.</p>	<p>After reading an authentic English text (e.g., a 250+ page novel, or 3-5 page authentic English article of 1500-3000 words), answer questions about main ideas &amp; supporting details.</p>	<p>Compose texts (e.g.: correspondence, reports, or papers, 220-225 words) that require a paragraph to be argumentative or contrast /comparison in form. Do editing activities linking the grammar with the language.</p>	<p>During a short presentation <b>and/or</b> discussion, respond to, initiate, maintain, and close a discussion with others in an appropriate fashion. The message uses simple, compound &amp; complex utterances, &amp; shows an ability to use effective communication strategies.</p>

## RESPONSIBILITIES OF THE TEACHER

- \*Arrive prepared, on time, and ready to encourage and guide learning.
- \*Give clear instructions, and provide feedback and corrections in a timely manner.
- \*Be available to answer questions and provide help.
- \*Create a positive learning environment in which students feel comfortable asking questions, getting help, taking risks, and accepting feedback.

## RESPONSIBILITIES OF THE STUDENT

- \*Arrive on time, prepared, and ready to participate actively with other students and the teacher.
- \*Follow instructions, respect deadlines.
- \*Participate in creating a positive learning environment where all students feel comfortable accepting feedback, asking questions, getting help, and taking risks.
- \*Assume responsibility for learning progress.

## PEDAGOGICAL APPROACH

Language learning is viewed as being an interactive, collaborative process which exposes the learner to a variety of learning experiences (e.g. lectures; mini-presentations; self-study tasks; discussions). The approach combines focus on form instruction and communicative opportunities, and uses authentic material to provide learners with comprehensible input.

Learners work individually, in pairs, or groups on a variety of in-class and out-of-class activities such as:

*Note-taking*

*Paired/group problem-solving tasks*

*Paired/group brainstorming tasks*

*Paired/group editing tasks*

*Teacher &/or student directed reading*

*Creative writing*

*Impromptu or prepared oral presentations*

*Diagnostic quizzes*

*Listening assignments*

*Dictations*

*Novel/media project*

*Vocabulary logbook*

## GOOD LANGUAGE LEARNING STRATEGIES

- \*Study and review for short periods of time throughout the week focusing on areas of difficulty.
- \*Actively seek opportunities to use the language.
- \*Recognize similarities and differences between mother tongue and English.
- \*Analyze & make connections between new & existing knowledge
- \*Analyze and make connections between taught material and English outside the classroom.

## COURSE CONTENT

### GRAMMAR ELEMENTS

**Legend:** F= Focus of instruction; verb tenses = affirmative, negative, and interrogative forms; tested. A = assumed to be acquired & if not, to be self-studied; tested. I = introduced but not tested.

Simple Present	Present Progressive	Simple Past	Past Progressive	Will vs. Going to	Present Perfect	Modals
A	A	A	A	A	F = Simple + progressive	A: present I = 'would' as past habit; F = 'would' as 2 <sup>nd</sup> conditional

Pronouns	Nouns	Determiners	Punctuation Capitalization	Prepositions	Other
A = Subject, object, & possessive F= Indefinite pronouns	A= reg. & irreg. plurals; non-counts	A= a/an; some/any; much/many; little /few F= Ø article vs. the; few vs. a few; little vs. a little	. ? , ; Capitalization = all <i>basic</i> rules	A = basic ones for time, place, location & movement. F= common verb + preposition combo (e.g., listen to)	F= either/neither; = adverb clauses F = gerunds & infinitives (reference list provided) I = Past Perfect; Future Perfect

**N.B.** See appendix chart for information on preceding and following levels.

### PRONUNCIATION COMPONENT

*Elements for instruction and testing:* final 's' endings; final 'ed' endings; initial 'h'; 'th' sounds; stress within the word and the sentence; linking; vowels  
*Elements for instruction but not testing:* intonation; clusters (optional)

### READING COMPONENT

Students will be required to work on reading throughout the course by 1) completing tasks in the requisite textbook; 2) doing reading assignments of the teacher's or student's choice. Sources will be authentic English texts, novels, and/or reference books. Students will also study dictionary and vocabulary development skills.

### LISTENING COMPONENT

Students will be required to do listening tasks throughout the course by 1) completing tasks in the requisite textbook; 2) doing assignments of the teacher's choice (often involving web sites). Sources will be in authentic English.

## WRITING COMPONENT

Students will be required to do a minimum of 3 formative writing tasks during the course. These tasks will require the use of specific paragraph structure and certain targeted grammatical, syntactical and lexical structures. In addition, student-correction of identified errors will be a required element of the assignments.

## SPEAKING COMPONENT

Students will be required to participate in teacher-guided speaking activities on a regular basis. Such activities will often be done in groups, and be based on previous reading or listening tasks.

## FORMATIVE EVALUATIONS (DO NOT COUNT BUT ARE ESSENTIAL TO THE LEARNING PROCESS)

Throughout the semester, students will practice the language by doing assignments, diagnostic evaluations, and/or projects. These tasks also allow the teacher to measure progress and provide feedback to help students prepare for their final exams.

## SUMMATIVE EVALUATIONS (EVALUATIONS WHICH COUNT)

Learning a language involves perfecting knowledge of the target language AND developing new skills, and this requires much corrective work and retrials, time and effort. For this reason, most of the summative evaluations are scheduled for the last 3 weeks of the term.

## MIDTERM WRITTEN EXAMS 20%\*

\* A teacher can decide to use this percentage by having students do 2 written evaluations BEFORE the end of the term.

<b>Possible evaluation tasks</b>	<i>Evaluation tasks:</i> Identify and/or analyze certain grammatical & syntactical structures. Answer vocabulary questions on referents, transitional markers, morphology, false cognates, cognates, frequently confused words, etc. <b>2 dictionaries are required: the Longman and a bilingual dictionary (Robert &amp; Collins, Harrap's, or Oxford).</b>
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	<b>Grammar</b>	<b>Vocabulary</b>	<b>Sentence type</b>	<b>Mechanics</b>	<b>Connectors</b>	<b>Genre</b>	<b>Task</b>
<b>Possible evaluation tasks</b>	Present Perfect: Simple & Progressive; Present & Past: Simple & Progressive; taught & basic pronouns, nouns, determiners, prep., adj., either/neither; adv. clauses	Correct & appropriate word choice; variety; control of taught false cognates & frequently confused words	Simple, compound & complex	Spelling; basic capitalization and punctuation (. ? , :)	Subordinating & coordinating connectors in AZAR 'UEG'.	Paragraphs following one of these genre: argumentative; comparison/contrast  Formal tone; no Contractions	*Editing activities requiring students to find and correct errors. * Reports, and/or response paragraph(s) (min. 220 words)

## FINAL WRITTEN EXAMS 50%

<b>Possible evaluation tasks</b>	<i>Evaluation tasks:</i> Identify and/or analyze certain grammatical & syntactical structures. Answer vocabulary questions on referents, transitional markers, morphology, false cognates, cognates, frequently confused words, etc. <b>2 dictionaries are required: the Longman and a bilingual dictionary (Robert &amp; Collins, Harrap's, or Oxford).</b>
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	<b>Grammar</b>	<b>Vocabulary</b>	<b>Sentence type</b>	<b>Mechanics</b>	<b>Connectors</b>	<b>Genre</b>	<b>Task</b>
<b>Possible evaluation tasks</b>	Present Perfect: Simple & Progressive; Present & Past: Simple & Progressive; taught & basic pronouns, nouns, determiners, prep., adj., either/neither; adv. clauses	Correct & appropriate word choice; variety; control of taught false cognates & frequently confused words	Simple, compound & complex	Spelling; basic capitalization and punctuation (. ? , ;)	Subordinating & coordinating connectors in AZAR 'UUEG'.	Paragraphs following one of these genre: argumentative; comparison/contrast  Formal tone; no Contractions	*Editing activities requiring students to find and correct errors. * Reports, <b>and/or</b> response paragraph(s) (min. 220 words)

## ORAL PRODUCTION 20% of total mark

<b>Final Exam:</b>	<i>Possible evaluation tasks:</i> 1) <i>Spontaneous speech:</i> Answer and discuss questions about a reading, listening, or controversial news story; OR, complete negotiation activities (e.g. consensus seeking task). Enunciation & fluency will be important evaluation criteria. 10% 2) <i>Pronunciation section:</i> testing of final 'd' & 's' endings; initial 'h'; 'th' sounds; stress within a word and a sentence; vowel sounds. 5% 3) <i>Grammatical section:</i> controlled testing requiring students to respond with specific taught grammatical points. 5% <b>N.B. Evaluations are done in groups of 2 to 6 students and/or in the computer lab.</b>
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## LAB 10% of total mark

<b>Final Exam:</b>	<i>Evaluation elements:</i> Taught vocabulary, grammatical and pronunciation elements (see the grammar and speaking sections for lists). <i>Possible evaluation tasks:</i> After listening to a recording, complete <b>one or more</b> of the following activities to demonstrate understanding /knowledge of recorded message, and course material: note-taking; identification of word endings and forms; dictation; fill-in-the-blanks.
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## MARKING SCHEME

Excellent:	A+ = 93-100	A = 90-92	A- = 87-89	Failure:	E = 0-59
Very good:	B+ = 83-86	B = 80-82	B- = 77-79		
Good:	C+ = 73-76	C = 70-72	C- = 67-69		
Satisfactory:	D+ = 63-66	D = 60-62			

## COMPULSORY MATERIALS

1. *Understanding and Using English Grammar*, by Betty Azar, 4<sup>th</sup> edition;
2. *Learning English for Academic Purposes*, Student book, by Julia Williams. Pearson Longman;
3. Longman Contemporary English Dictionary with CDrom;
4. Bilingual dictionary: Robert & Collins (ISBN 2-85036-955-1); or Harrap's equivalent.
5. Photocopies: a maximum of \$8.00.

## Remarques particulières

- ❖ **L'utilisation totale ou partielle d'un texte en le faisant passer pour sien ou sans indication de référence sera pénalisée. Dans ce cas, l'étudiant obtiendra la note 0%.**
- ❖ À cause de la nature du cours, le travail de l'étudiant pourra être évalué de façon formative à chaque cours; par conséquent, la présence en classe et au laboratoire est indispensable et **la ponctualité** est de mise.
- ❖ L'étudiant qui ne peut pas assister au cours doit en aviser l'enseignant par courriel.
- ❖ L'étudiant qui ne remet pas un travail à la date fixée peut le déposer au Kiosque de renseignements et remise des travaux de la Faculté des lettres (DKN-3254) *s'il a une absence motivée.*
- ❖ L'étudiant n'aura droit à aucun document photocopié dont il n'aura pas payé les frais.
- ❖ À noter que, selon le *Règlement du premier cycle*, l'étudiant doit consacrer **six heures** (en moyenne) de travail personnel par semaine à un cours de 3 crédits.
- ❖ Chaque étudiant devrait prendre connaissance du «Règlement des études, Annexe III : règlement disciplinaire», disponible sur le site de l'université (<http://www.ulaval.ca/sg/reg/Reglements/C5/tdm.html>).
- ❖ **Les dates et la pondération des examens ne peuvent être changées.** En cas d'absence motivée à une évaluation, l'étudiant doit en aviser son titulaire en lui laissant un message écrit, au plus tard 48 heures après l'examen. De plus, l'étudiant doit faire parvenir à l'enseignant un certificat médical au plus tard 5 jours ouvrables après l'examen. Si ces consignes ne sont pas respectées, aucune reprise ne sera possible.
- ❖ **Chaque étudiant a la responsabilité d'annuler son inscription lorsqu'il doit abandonner un cours. Ceci doit être fait le plus tôt possible auprès de la direction de son programme, faute de quoi, il se verra attribuer la note E en plus d'avoir à payer des frais de scolarité.**
- ❖ L'enseignant ne peut accepter en classe un étudiant non inscrit sur sa liste officielle.

Responsable du secteur d'anglais: Sheila Hadvick: sheila.hadvick@elul.ulaval.ca

**SAMPLE CALENDAR FOR A SEMESTER** (\*Exact dates to be determined by the teacher at the beginning of the semester).

WEEK	DATES	CONTENT	OTHER	HOMEWORK
1		Oral & written evaluation; overview of course; course plan		
2				
3				
4				
5				
6				
7		Reading week (depending on University calendar)		
8		Reading week (depending on University calendar)		
9		Midterm exams 20%*	** (Could be 2 tests for 5% done BEFORE week 13)	
10				
11				
12				
13		Final writing exams 50%, <b>and/or</b> *Lab exam 10%		
14		Final writing exams 50%, <b>and/or</b> *Lab exam 10%		
15		Oral production exam 20% <b>and/or</b> *Lab exam 10%		
16		Officially reserved exam week		

## APPENDIX

### CONTENT FOR ANL-2020 INTERMEDIATE ENGLISH II

#### GRAMMAR

*Legend: A = assumed to be acquired & testable; I = introduced but not tested; F = Focus of instruction & testable*

Simple Present	Present Progressive	Simple Past	Past Progressive	Will vs. Going to	Present Perfect	Modals
<b>A</b>	F + as a future; as exaggeration; in-depth look at non-progressive verbs.	<b>A</b>	<b>F</b> in depth look at non-prog. verbs.	<b>A</b>	<b>I</b> = simple form (duration & indefinite)	<b>F</b> = present; 1st conditional

Pronouns	Nouns (Irreg. & reg.)	Determiners	Punctuation/ Capitalization	Prepositions	Other
<b>A</b> = Subject, object, & possessive	<b>A</b> = reg. & irreg. plurals <b>F</b> = non-counts	<b>F</b> = a/an; some/any; much/many; little few; <b>I</b> = ∅ article	. ? , ; Capitalization = all <i>basic</i> rules	<b>A</b> = basic ones for time, place, location & movement. <b>F</b> = common 'verb + preposition' combos (e.g., listen to)	<b>F</b> = comparative & superlative of adjectives, adverbs, & nouns. <b>I</b> = gerund vs. present participle as adjective. (list provided in class)

#### WRITING 40% of total mark: 10% = midterm\*; 30% = final

*\*A teacher can decide to use this percentage by having students do 2 written evaluations BEFORE the end of the term.*

	Grammar	Vocabulary	Sentence type	Mechanics	Connectors	Genre	Task
<b>Required evaluation element(s) for each category:</b>	Present: Simple & Progressive*; Past: Simple & Progressive. Taught pronouns, nouns, determiners, prep., adj., comp. & super. *(also as future & exaggeration)	Correct & appropriate word choice; variety; control of taught false cognates & of frequently confused words.	Simple, compound & complex	Spelling; basic capitalization and punctuation (. ? , ;)	Markers for prog. & futures; coordinating & subordinating connectors from AZAR 'FEG': (chapters 3, 8, & 12) & list provided in class.	Cause & effect; contrast/ comparison; definition.	*Editing activities requiring students to find and correct errors. *Correspondence, reports, <b>and/or</b> papers. (150-200 words; 90 minutes).

**ORAL PRODUCTION 20% of total mark**

<p><b>Final Exam:</b></p>	<p><i>Evaluation tasks:</i></p> <p>1) <i>Spontaneous speech:</i> Answer and discuss questions about a reading, listening, or controversial news story; OR, complete negotiation activities (e.g. consensus seeking task). Enunciation &amp; fluency will be important evaluation criteria. 10%</p> <p>2) <i>Pronunciation section:</i> testing of contractions; minimal pairs; final 'd' &amp; 's' endings; initial 'h'; 'th' sounds. 5%</p> <p>3) <i>Grammatical section:</i> controlled testing requiring students to respond with specific taught grammatical points. 5%</p> <p><b>N.B. Evaluations are done in groups of 2 to 6 students and/or in the computer lab.</b></p>
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**READING-GRAMMAR 25% of total mark: 10% = midterm; 15% = final**

<p><b>Each exam will have sections on grammar and vocabulary</b></p>	<p><i>Evaluation tasks:</i> Identify certain grammatical &amp; syntactical structures. Answer vocabulary questions on: referents, transitional markers, morphology, false cognates, cognates, frequently confused words, etc. Respond to questions on dictionary use, and on vocabulary selections.</p> <p><b>2 dictionaries are required: the Longman and a bilingual dictionary (Robert &amp; Collins, Harrap's, or the Oxford).</b></p>
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**LAB 15% of total mark**

<p><b>Final Exam:</b></p>	<p><i>Evaluation elements:</i> Taught vocabulary, grammatical and pronunciation elements (see the grammar and speaking sections for lists).</p> <p><i>Evaluation tasks:</i> After listening to a recording, complete <b>one or more</b> of the following activities to demonstrate understanding/knowledge of recorded message, and course material: note-taking; identification of word endings and forms; dictation; fill-in-the-blanks; general and specific comprehension questions; identification, <u>in student's own words</u>, of the main idea(s) &amp; supporting details.</p>
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## CONTENT FOR ANL-3020 ADVANCED ENGLISH II

### GRAMMAR

*Legend: A = assumed to be acquired & testable; I = introduced but not tested; F = Focus of instruction & testable*

Simple Present	Present Progressive	Simple Past	Past Progressive	Will vs. Going to	Present Perfect	Modals
A	A	A F : contrast w/ 'used to' + would + Past. Cont. + Past Perfect	A	A	F = Simple, Progressive, + Past	F = Past modals; 3rd conditional

Pronouns	Nouns (Irreg. & reg.)	Determiners	Punctuation/ Capitalization	Prepositions	Other
A = Subject, object, possessive, & indefinite	A= reg. & irreg. plurals, non- counts	F= ∅ article vs. the; A= a/an; some/any; much/many; little few	. ? , ; Capitalization = all <i>basic</i> rules	A = basic ones for time, place, location & movement. F= common 'verb + preposition' combos (e.g., listen to)	F = noun modifiers; relative clauses; adjective order; adverbs F = passives F = gerund and infinitive structures F = concept of the progressive form F = reported speech

### SPEAKING/ORAL PRODUCTION 25% of total mark

<b>Final Exam</b>	<p><i>Evaluation tasks:</i> Answer and discuss questions about a reading, listening, or controversial news story; complete negotiation activities (e.g. consensus seeking task); etc.</p> <p><i>Evaluation elements:</i> Targeted grammar and pronunciation elements (final 's' &amp; 'd' endings; vowels; contractions; initial 'h'; 'th' sounds; syllable stress &amp; reduction; clusters); appropriate vocabulary; enunciation; fluency; use of communication strategies.</p> <p><b>N.B. Evaluations are done in groups of 2 or more students, in class or in the lab. The student's performance in spontaneous speech is the focus of the evaluation with a minimum of 75% of the total mark reserved for the task; a maximum of 25% of the total mark can be reserved for a presentation.</b></p>
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**GRAMMAR-WRITING 75% of total mark: 20% = mid-term; 55% = final**

*Evaluation tasks:* Editing activities, grammatical analysis requiring student to explain how form influences message. Correct use of language register (formal vs. colloquial; reduced structures), idiomatic expressions, phrasal verbs, and other targeted vocabulary. Demonstrate knowledge of a text's or a recording's main idea(s) and supporting details. Write concise, depersonalized paragraphs which can take the form of response writing, correspondence or reports. (250-300 words; 120 minutes). The genre will be argumentative, cause & effect, and/or comparison & contrast, with a formal tone.

*Required-testable elements:*

*Grammar:* Present Simple & Progressive; Past Simple & Progressive; Present and Past Perfect Simple; Present Perfect Progressive; Perfect Modals; & nouns pronouns, determiners, prep., adj., verb + prep, noun modifiers, relative clauses, order of adjectives and adverbs.

*Vocabulary:* Variety & control of general & topic specific vocabulary as well as as class specific taught words.

*Sentence type:* Compound & complex; compound-complex; reduced phrases; modifiers.

*Mechanics:* Spelling; basic capitalization; punctuation: . ? , ; " "

*Connectors:* All categories. *Grammar Sense 4:* Chapters 11 & 12; Appendices A-21, A-22, A-23. Others also acceptable.

**\*The 'Longman Dictionary of Contemporary English' is the requisite dictionary for this course.**