Description and Objectives
In this class we will focus on developing your oral fluency, presentation, and listening skills so that you will be able to communicate effectively in a variety of settings. You will increase your knowledge of American culture and communication, and will gain confidence in your ability to present your ideas and opinions to an international audience.

Class activities will include:
- Creating and giving surveys
- Conducting interviews
- Participating in small and large group discussions
- Learning academic language
- Giving formal presentations

Materials
For this class, you will need:
- An English-English dictionary.
- Paper for journal entries, notes, and homework assignments
- A binder to organize class handouts and homework assignments
- Access to a computer and printer

Attendance Policy:
You are required to attend at least 90% of all class meetings. Missing more than two classes results in no credit for the class. Please note that being more than 10 minutes late constitutes as an absence.

Technology Policy:
Please note that I will enforce a “No Screens” policy in class meetings. Computers, tablets, phones, and other devices should not be visible at any time during class meetings unless pre-arranged with the instructor.

Course Content
Class Participation
You are expected to come to class on-time and be an active participant, which means speaking up in class, during pair work, and during small group activities. When you all actively participate, class is more interesting and you can all learn more about each other.

Speeches
During this month, you will be giving a total of four speech presentations in this class. Three of the presentations will be given by each individual student, while one of the speeches will be given in groups.

Journal
One important aspect of this class is keeping a journal, where you will write about your perceptions, feelings, and opinions about events and experiences you’ve had while here in America. Do not worry about structure,
grammar, or spelling, as this will not be corrected. The emphasis of the journal is to develop your fluency and enjoy writing in English. Also, it is a nice record of the things that happen to you while you’re here. Journals must be completed BEFORE class on the days they are due, and may be turned in online as a Word document attachment, or in class on paper.

**Final Presentation**
In the last week of class, you will present your research findings based on your project for your Topic Development class.

**Grading and Due Dates**
The following are the criteria for grading and the due dates for the major assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Homework/Quizzes</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Journal (10 entries)</td>
<td>10%</td>
<td>Friday, Week 1</td>
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<td></td>
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<td>Friday, Week 2</td>
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<tr>
<td></td>
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<td>Friday, Week 3</td>
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<td></td>
<td></td>
<td>Wednesday, Week 4</td>
</tr>
<tr>
<td>Speech #1</td>
<td>10%</td>
<td>Friday, Week 1</td>
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<tr>
<td>Speech #2 (Group Survey Presentation)</td>
<td>20% (10% individual, 10% group)</td>
<td>Monday, Week 3</td>
</tr>
<tr>
<td>Speech #3</td>
<td>10%</td>
<td>Friday, Week 3</td>
</tr>
<tr>
<td>Final Presentation (Topic)</td>
<td>30%</td>
<td>Tuesday, Wednesday, or Thursday, Week 4</td>
</tr>
</tbody>
</table>

A = Excellent, outstanding effort and progress
B = Good work, above average
C = Average work
D = Poor work, below average
F = Fail, not meeting necessary requirements
The grades will also be given a “+” or “-“.

**Contacting Me**
If you need extra help or have questions, I’d be happy to meet with you outside of class. Please talk to me or e-mail me at rbrinks@stanford.edu to make arrangements.

**I am looking forward to having a fun and productive month with you!**

**DISABILITY NOTICE:** Students who have a disability which may necessitate an academic accommodation or the use of auxiliary aids and services in a class, must initiate the request with the Student Disability Resource Center (SDRC), located within the Office of Accessible Education (OAE). The SDRC will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is being made. Please contact the SDRC as soon as possible; timely notice is needed to arrange for appropriate accommodations. The Office of Accessible Education is located at 563 Salvatierra Walk (phone: 723-1066; TDD: 725-1067).
Description and Objectives
In this course we will focus on current social issues in the United States, and the vocabulary and expressions used to discuss them. Topics may include class differences, gender differences, sexual orientation, race/ethnicity, immigration, acculturation, and environmental issues. Through discussion of the sociological lectures and selected readings, you will gain a better understanding of important American issues.

Materials
For this class, you will need:

- An English-English dictionary.
- Paper for notes and homework assignments
- A binder to organize class handouts and homework assignments
- Access to a computer and printer
- Access to the ALC Reader: https://www.stanford.edu/group/efs/cgi-bin/alcreader/index.php/Main_Page

Attendance Policy:
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Technology Policy:
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Course Content
Class Participation
You are expected to come to class on-time and be an active participant, which means speaking up in class, during pair work, and during small group activities. Voice your opinions, identify problems and offer solutions. The more you all participate, the more you will learn from each other and the more interesting class will be!

Sociology lectures/quizzes
We will preview the sociology lectures in class. The day after each lecture, there will be a follow-up quiz to test your comprehension.

Reading assignments
You will occasionally be assigned readings from the online reader or as handouts. You are expected to complete these readings and any assigned questions, and be prepared to discuss them in class.

Individual research project
For this class, you will research a topic that is of interest to you and write a 6-8 page paper about it. This paper is an individual project that will reflect independent, creative thought and research. There are a number of steps involved in the process of writing this paper, and the due dates for these steps are listed below.
Criteria for grading and some important due dates

<table>
<thead>
<tr>
<th>Class participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Sociology Quizzes</td>
<td>15% (5% each) Fridays, Weeks 1-3</td>
</tr>
<tr>
<td>Research Paper Tasks (total)</td>
<td>35% (Total)</td>
</tr>
<tr>
<td>Proposal</td>
<td>5% Friday, Week 1</td>
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<tr>
<td>Outline</td>
<td>5%</td>
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<tr>
<td>Source Summaries</td>
<td>10% Wednesday, Week 2</td>
</tr>
<tr>
<td>Interview/Survey Questions</td>
<td>5% Monday, Week 3</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>10% Thursday, Week 3</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>30% Monday, Week 4</td>
</tr>
</tbody>
</table>

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D = Poor work, below average  
F = Fail, not meeting necessary requirements  
The grades will also be given a “+” or “-“.

Contacting Me
If you need extra help or have questions, I’d be happy to meet with you outside of class. Please talk to me or e-mail me at rbrinks@stanford.edu to make arrangements.

I am looking forward to having a fun and productive summer with you!

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