The University of Central Oklahoma
Course Information and Syllabus

Vocabulary Building
English 2153

CRN: 26603 in Liberal Arts (LA) room 219
from 2:00 to 3:15 MW

Instructor: Jeannine Bettis, English Department
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Office Hours: 1:00 – 2:00 p.m. MWF
10:30 – 11:00 a.m. MTWRF
and by appointment

Spring 2012
Class Catalog Description:

“Vocabulary Building examines prefixes, suffixes, and etymologies as a means of increasing students' reading comprehension and writing competency. Prerequisite(s): ENG 1113 and 1213.”

Course Overview:

Vocabulary Building is a class designed to enhance students’ knowledge of the English language. Students will gain a larger word stock, knowledge of common roots and affixes, and deeper understandings of connotations as well as denotations of the words they choose. Each week, students will master new words through discussions of definitions and activities that allow practice in their use. Some of these include construction of sentences, use in conversation, and games/exercises found in the textbook. In-class instruction will be given in Latin and Greek roots of the language, to allow students to expand their vocabularies beyond the words introduced in class.

In addition to the acquisition of new words and roots, the “waking up” of students’ passive vocabularies—words that students recognize in reading, but often do not use themselves—will occur. The new commitment to use these words will result in more useful, apt words in students’ writing and speaking. Students will make individual lists of vocabulary words to use more frequently, with immediate benefits in both spoken and written language.

The organization of the text, and the course, is genre-based. That is, units will present words associated with a particular milieu. Sections include politics, history, humanities, and medicine, among others. Our conscious, “smart” approach to vocabulary acquisition will aid students in other classes, also, which often require quick, effective learning of terms specific to those fields.

The grade in the class will consist of the average of all work done in class, with all marks consisting of points. Frequent quizzes will be given to maintain the pace of the work, with a comprehensive midterm and final exam. Student presentations will be part of the work, with student groups presenting lessons beginning in week 9. The grading method is addressed in more detail below.

I anticipate an extraordinary experience for those whose inquisitiveness is matched by their enthusiasm. In other words, you’ll be fine!

“Whatever words we utter should be chosen with care, for people will hear them and be influenced by them for good or evil.” – Siddhartha Gautama
Course Information and Policies
Vocabulary Building – ENG 1253

Link to Administration

Textbook:  *Think You Know Your Vocabulary?*
Published by Learning Express, 2009
(No author named)

Course Objectives

A. Students will increase their word stock and passive vocabulary use.
B. Through study of Latin and Greek-derived roots (bases, prefixes, and suffixes), an even larger number of words will be comprehended or made accessible to each member of the class.
C. Sensitivity to situational expectations of diction will be practiced, from very informal diction to professional-level word choices.
D. The genre-based content will allow students to gain a group of words commonly used in each subject area studied (e.g., business, technology, history, medicine, and other) so that students will have a good start in terms needed in other classes.
E. Students will gain understanding of words’ connotations, as well as denotative meanings, to enhance their ability to choose language that precisely expresses their meanings.
F. Students will learn skills in the retention of new information and in the use of resources available for further increases in vocabulary in the future.
G. Students will practice presentations of material, developing skills in speaking, ordering thoughts, and giving in-depth consideration to the material presented.

Course Requirements

A. Each student will complete units as assigned, including homework exercises and in-class practices.
B. Quizzes and examinations are to be completed as seen on the class syllabus, and as assigned in class.
C. Attendance is required. Absences exceeding 25% will result in an automatic failing grade, except in cases where emergency prevents this. (Please see policies regarding late work and incomplete grades.)
D. Presentations of lessons by students will begin in week ten. These groups of four or five students each (depending on class size) will be responsible for presenting a new unit from the text as seen in the syllabus. Lecture, PowerPoint, class skits, or other methods may be used in this presentation. Each group will also consider class activities and assignments as they see fit for that week’s direction. The instructor will confer with each group prior to presentation, and will mentor the presentation thoroughly.
Grade Calculations

Grading of all work in this class will use a point system, with the correct number of answers that the student has achieved placed over the number of answers possible. Each quiz will be 20 points, with presentations worth 50 points, and midterm and finals from 100 and 150 points.

At the conclusion of the term, students’ total points attained (the upper figure) will be divided by the number of total points possible throughout the semester. This will determine the final grade, with 90 to 100 an A, 80 to 89 a B, etc.

Examination Policies

While it is rare for students to cheat on exams, they are required to avoid the appearance of cheating. Therefore,

A. Desks are to face the front of the classroom during quizzes or exams.
B. Students are not to look at others’ desks or persons during testing.
C. Caps, hats, and sunglasses are not to be worn in test sessions.
D. No electronic devices will be allowed except as these may be approved by the instructor at the time of testing.

Late Work

A. No late homework will be accepted without a written, signed medical or other emergency authorization.
B. Quizzes or examinations must be taken at the times indicated on the syllabus or in class except under the condition noted above.
C. If a student receives permission to make up a test or other assignment, he or she must do so within one week of the absence, and under conditions similar to those at the time of the original test or other assignment.

Technology Policies:

A. Cell phones should be turned off prior to class.
B. Laptops will not be permitted except as assigned in order to promote focus on the environment, instructor, and classmates.

Turnitin.com Plagiarism Syllabus Statement: UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of
detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the terms of the semesters. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

TRANSFORMATIVE LEARNING OUTCOMES – FROM UCO ADMINISTRATION

Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. All students at the University of Central Oklahoma will have transformative learning experiences in six core areas: discipline knowledge; leadership; research; creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

This course supports the following tenets of transformative learning:

- **Discipline Knowledge**—students explore, discuss, and practice the techniques, conventions, and processes that produce college-level writing.

- **Global and Cultural Competency**—students read and write analytically about global and cultural issues and direct writing to diverse audiences.

- **Problem Solving (Research, Scholarly, and Creative Activities)**—students analyze complex texts, produce creative and scholarly papers and presentations, conduct limited and focused research, and document sources.

- **Service Learning and Civic Engagement**—in service learning sections, students write about a significant service learning experience; in other sections, students learn how the public use of language has the potential to affect an audience and to effect a change in their communities.

- **Health and Wellness**—students read about, write about, and discuss those intellectual, emotional, and spiritual issues that give human existence vitality and meaning.

From Disability Support Services: "The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class."
Please note: This syllabus is not a substitute for class attendance. If the student must miss class, he or she is encouraged to contact a classmate or the instructor for notes and other information regarding class activities. Assignments below will be supplemented as needed in class with other work for points (e.g., pop quizzes, group work assignments, little practice pages). However, major assignments and subject matter will proceed as seen below.

**Week One: January 9 – 13**

Course and class introductions, with a brief history of the foundations of modern English and the concepts of roots (bases, prefixes, and suffixes)

Lesson 1 will be assigned this week, and in-class discussion will provide further information on connotations and related words.

Assignments: Study Lesson 1, pp. 10 – 15; writing of a narrative using at least 15, and all 20 for an extra two-point boost.

Be ready for Quiz 1 on Monday of next week!

**Week Two: January 16 – 20**

NO CLASS MONDAY – MLK Holiday!

Wednesday Quiz (20 pts.), matching and special extra-credit section over Lesson 1 words

Lesson 2 will be introduced, with related concepts, and practiced through in-class activities.

Assignments: Review of both lessons covered so far, and preparation for next quiz

**Week Three: January 23 – 27**

Quiz 2, followed by discussion of connotation and denotation in word choices

Lesson 3 will be introduced, with writing assignment for the weekend.

**Week Four: January 30 – February 3**

Quiz over lesson 3, with introduction of Lesson 6 for quick acquisition

Practices will be done in class, with homework sentences and/or paragraphs as instructed in class.
Syllabus, Vocabulary Building, p. 2

Week Five: Feb. 6 – 10

Quiz over Lesson 6 words

Study of Lesson 7 this week, with in-class work on roots and connotations of the vocabulary

Assignments: Prepare for quiz on Monday of next week.

Week Six: Feb. 13 – 17

Quick quiz over Lesson 7 words

Study of the first of our lessons of specialized vocabulary, “Emotional Terms”, Lesson 8, with attention to connotations and active/passive vocabulary.

Assignments: Connotation and passive/active vocabulary homework may be expected. Prepare for quiz on Monday.

Week Seven: Feb. 20 – 24

Review quiz over Lesson 8, and a review of all terms in preparation for the midterm exam. Groups are to meet for review and to plan upcoming presentations.

Review of prefixes and concepts of connotation, denotation, and passive/active vocabulary will also be undertaken, preparatory to the midterm exam next week, on Monday.

Assignments: Study for the midterm exam, and homework as assigned in class.

Week Eight: Midterm week, February 27 – March 2

Review of all words on Monday, and in-class practices with fellow students on Monday; Midterm exam on Wednesday, and discussion of group work.

Week Nine: March 5 – 9

This week, the first group will present “Politics on Parade”, Lesson 13. In-class discussion of these terms and related prefixes and connotations Midterms will be returned and discussed.

Assignments: Prepare for quiz over Lesson 13, and homework as assigned.
Week Ten:  March 12 – 16

Quiz over Lesson 13

Student presentation of words in Lesson 17, “Humanities Terms”, with related prefixes, connotations, and denotations, etc.

Assignments:  Prepare for quiz on Monday of next week
             Homework as identified by students presenting

Week Eleven:  NO CLASSES – SPRING BREAK!

Week Twelve:  March 26 – 30

Quiz over Lesson 17 on Monday

Group 2 student presentation of Lesson 18, “Medical Terms”

Activities and assignments as identified by Group 2 in preparation for quiz on Monday.

Week Thirteen:  April 2 – 6

Quiz over Lesson 18 on Monday

Group 3 student presentation of Lesson 21, “Historical Terms”, with activities in class

Assignments as identified by Group 3; prepare for quiz on Monday

Week Fourteen:  April 9 – 13

Quiz over Lesson 21

Group 4 will present this week:  Lesson 25, “Psychological Terms”, discussion and class activities to follow, with assignments as given in class.
Syllabus, Vocabulary Building, p. 4

Week 15: April 16 – 20

Quiz over Lesson 25 on Monday

Presentation by Group 5 on Lesson 27, “Anthropological Terms”, with class activities and discussion

Assignments as given

Week 16: April 23 – 27

Quiz over Lesson 27

Review for the final exam, with tips for future vocabulary enhancement.

Final Exam Time and Date:  1:00 Wednesday, May 2