

ANG2055 - Conversation I

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Availability by appointment

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Subject: ANG2055

COURSE DESCRIPTION

This course is intended for Intermediate level I students who wish to improve their oral comprehension and expression skills in English. Classroom activities are aimed at understanding and producing oral messages and communicational interaction. The content of the course is based on social and cultural themes. This course allows students to follow with ease a conversation on personal and general interest topics. They will also be able to express themselves using appropriate vocabulary. At the end of this course, students will be able to participate in simple conversations in familiar and predictable contexts.

COURSE PLACE IN THE PROGRAM

Level: Intermediate (B1)

Credits: three (3)

Discipline: Oral communication (communicational)

PREREPRISES TO THE COURSE

- Students who have obtained a level higher than 'Intermediate I (B1)' in *Conversation* autest ranking are not allowed to register for this course.
- Students who have already taken ANG3055 or ANG4055 are not allowed to register for this course.
- It is not allowed to take this course, the ANG3055 or ANG4055 course, during the same session.

COURSE OBJECTIVES

- Actively participate in a **simple and improvised conversation** (2 to 3 people) on **concrete and familiar** topics of **3 to 5 minutes**;
- **Ask and answer questions** on common and predictable topics;
- **Transmit** simple information in a conversation;
- **Express and justify your point of view** according to the context in an exchange;
- Use **formal and informal** registers;
- Recognize **cultural** expectations (social distance, body language, speaking time, typical structures);
- Expand your **vocabulary**;
- Develop an understanding and appreciation of English-speaking culture.

COURSE CONTENT

The following content will be developed to meet the objectives of this course:

- Spontaneously and improvised discussion of topics in a simple conversation;
- Use of basic conversation structures such as: introducing yourself, asking for help and information, making an invitation as well as making plans, interrupting, apologizing, and telling a personal experience;
- Communication of information collected during a conversation;
- Use of strategies to initiate, advance, lead and close a conversation;
- Expressions of agreement or disagreement and clarification;
- Identification and use of *transition and signal words* and the usual expressions of a conversation;

Learning and Assessment in this course

This course follows a model without notes, based on reflection. Your learning path is unique, and your success will be defined by **your commitment, effort, curiosity and concern for others**.

This session, I invite you to:

- Set personal learning objectives.
- Regularly participate in peer-to-peer reflection and self-assessment.
- Remain present, prepared and curious.
- Promote collaboration, risk-taking and personal development.

REQUIRED MATERIAL

Required: Photocopies (distributed in class) \$2.00

Recommended: Longman Dictionary of Contemporary English, 6th Edition. ISBN 9781447954200; Oxford Advanced Learner's Dictionary, 9th edition, ISBN 9780194798792

EVALUATION METHODS

Work and homework	Frequency	Weighting
1. Classroom work and homework	Ch. week	
2. Tell a story, take notes	3 Oct.	
3. Participation (i.e. physical and mental presence)	Ch. week	
4. Talk about yourself, personal qualities, goals	Nov. 7	
5. Facilitate a discussion; know how to listen	Nov. 21	
6. Closing group discussion	Dec 6-12	
Self-Reflection		
Self-reflection - Commitment → Active participation - Preparedness → Preparation for courses - Progress → Personal progress	X ____?	

Course Policies

1. For the sake of respect for the learning environment, **the use of personal electronic devices is prohibited during class hours.**
2. All work submitted must be **clearly legible**.
3. The student is responsible for obtaining the missing documents and work due to absences in the course.
4. The student is responsible **for keeping all the work corrected** during the session.
5. The disciplinary committee will be informed of any act suspected of academic offense, and the student may be subject to one or more sanctions: (See Regulation No. 18).

6. It is forbidden to record or film classes.

DETAILED COURSE SCHEDULE

	Date	Course content
1	05 Sept.	Introduction to the course, conversational norms, group agreements, setting personal goals
2	12 Sept.	Greetings, Reintroducing Self & Others Follow-up Conversation, Being a “Good” Conversationalist; Asking questions
3	19 Sept.	Closing a Conversation & Saying Goodbye
4	26 Sept.	Making, Accepting and Refusing Requests/Invitations
5	03 Oct.	Taking Notes & Storytelling workshop (5%)
6	Oct. 10	Buffer day.
7	17 Oct.	Expressing Opinion, Acknowledging (Validating) & Refuting
8	Oct. 24	Diplomacy, Interrupting, Paraphrasing, Turning-taking
9	Oct. 31	Reading Week (No class)
10	07 Nov.	Talking about Employment, Self, Interests (5%)
11	Nov. 14	Offering & Accepting Apologies/Condolences
12	Nov. 21	Debating Issues (5%)
13	Nov. 28	Offering & Accepting Compliments/Criticism
14	Dec. 05	Buffer day.
15	12 Dec.	Closing group discussion

Rating scale

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
95 - 100	90 - 94	85 - 89	82 - 84	78 - 81	75 - 77	72 - 74	68 - 71	65 - 67	62 - 64	60 - 61	0 - 59

What an "A" represents in this course

An "A" reflects a constant effort, visible progress and a positive contribution to our learning community.

It is not a question of perfection, but of demonstrating a serious commitment, personal reflection and a willingness to learn and improve.

- **Presence and participation:** You are present regularly and on time, ready to actively participate. In case of absence, you take the initiative to make up for the missed content.
- **Involvement in discussions:** You contribute thoughtfully and regularly - talking, listening, and building on the ideas of others. You dare to take risks, ask questions and explore your language skills.
- **Preparation and effort:** You arrive prepared, whether to lead or to participate. Your preparation goes beyond the minimum, for example by providing examples, questions or new perspectives.
- **Responsiveness to comments:** Throughout the session, I will share my observations - sometimes in writing, sometimes orally. When you receive a comment, you show that you take it into account, whether by adjusting your approach, trying a new strategy or asking questions to better understand. Even small visible changes matter: the main thing is to demonstrate that you take the comments seriously and that you are acting accordingly.
- **Collaboration and classroom climate:** You contribute to creating a respectful and encouraging space. Others notice your efforts and your willingness to support your peers.

- **Personal reflection and growth:** You define personal goals at the beginning of the course and you regularly re-evaluate them. At the end of the session, you are able to identify concrete evidence of your progress - whether in vocabulary, oral fluency, confidence or other areas that are close to your heart.

Important note:

Throughout the session, I will share with you my impressions on your strengths and on the aspects to be developed. If I give you feedback, it's because I believe you have the ability to respond to it and use it to progress.

An "A" depends not only on what you have accomplished, but also on how you have grown over the course.

We will decide together on your grade at the end. I trust you will take this seriously. But if this is not the case, I will have to intervene.

Modern Languages Help Center (CALM)

<https://uqam-ca.libcal.com/appointments/language-English>

Well-being!

Take a moment to discover the services below. You can always turn to the BIRÉ - whether for help in reconciling work, studies and family life, or for psychological support. In short, a place to find a little help, care, listening... and everything you need to take care of yourself.

<https://bire.uqam.ca/services-offerts/soutien-reussite/>

SUPPORT FOR SUCCESS

In order to enrich your student experience, UQAM offers several services and resources to ensure a healthy, safe and caring living and study environment.

Support for perseverance, success and well-being	
Many support services are offered to improve the quality of your university life and support your perseverance and success.	
All services offered	https://portaletudiant.uqam.ca/services/
Save time and do better work	https://infosphere.uqam.ca/
Policy No. 12 on parenting and close assistance for students	https://instances.uqam.ca/politics/
Student Mental Health Policy No. 21	
Policy No. 44 for the reception and support of students with disabilities	

Academic Integrity	
Academic integrity is one of the fundamental values of UQAM, which has adopted a zero tolerance principle.	
UQAM Regulation 18 website	https://r18.uqam.ca/be-in-infraction.html

A university free from harassment and sexual violence	
The University recognizes that all members of the university community have a fundamental right to a workplace and study free of all forms of sexism, sexual violence and harassment.	
Sexism and sexual violence	https://harcelement.uqam.ca/le-bureau/politique-no-16-visant-a-prevenir-et-a-combattre-le-sexisme-et-les-violences-a-caractere-sexuel/
Harassment	https://harcelement.uqam.ca/le-bureau/politique-no-42-sur-le-respect-des-personnes-la-prevention-et-lintervention-en-matiere-de-harcelement/

Respect for academic freedom	
Members of the university community must be able to carry out their activities without doctrinal, ideological or moral constraint, both in teaching, research and creation and in the context of services to communities.	

