

**Course Outline**

**COURSE:** ESL 528                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2016                      **CURRICULUM APPROVAL DATE:** 09/28/2015

**SHORT TITLE:** LISTEN-SPEAK I

**LONG TITLE:** Integrated Listening/Speaking I

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
6	18	Lecture:	6	108
		Lab:	0	0
		Other:	0	0
		Total:	6	108

**COURSE DESCRIPTION:**

This is the first in a series of integrated skills courses designed to develop the listening, speaking and pronunciation skills of beginning ESL students. Activities, which include listening exercises, role-play, pair work, small and large group discussions, interviews, oral presentations and pronunciation drills (focusing on English sounds and rhythm), are presented in the context of relevant, contemporary and intellectually challenging themes. This course is designed especially for students with academic objectives but is highly appropriate for students with personal language goals, as well. **PREREQUISITE:** Assessment recommendation.

**PREREQUISITES:**

Completion of , as , with a grade of or better.

**COREQUISITES:**

**CREDIT STATUS:** C - Credit - Degree Non Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

**STUDENT LEARNING OUTCOMES:**

1. Identify and use key aural information, including main ideas, details, and inferences to recognize aural passages.

Measure: Large and small group discussions, classroom exercises, pair work, written quizzes and tests

PLO:

ILO: 2,1,4,3

GE-LO:

Year assessed or anticipated year of assessment: 2017

2. Recognize and use new topic vocabulary in various situations.

Measure: Participation in group discussions, peer interviews, role-play, extemporaneous speech, quizzes

PLO:

ILO: 1,2,4

GE-LO:

Year assessed or anticipated year of assessment: 2017

3. Recognize and use stressed words and reductions.

Measure: Comprehension check/discussion of aural passage, group discussions, pair work, interviews, quizzes and tests

PLO:

ILO: 1

GE-LO:

Year assessed or anticipated year of assessment: 2017

4. Demonstrate basic ability to articulate English vowel and consonant sounds.

Measure: Pair work, discussions, interviews, oral presentations

PLO:

ILO: 1

GE-LO:

Year assessed or anticipated year of assessment: 2017

5. Demonstrate basic ability to distinguish syllables and use syllable stress so that meaning is understood.

Measure: Quizzes, class discussions

PLO:

ILO: 1

GE-LO:

Year assessed or anticipated year of assessment: 2017

6. Demonstrate ability to do basic guided research for use in oral presentations.

Measure: Oral presentation

PLO:

ILO: 3,2

GE-LO:

Year assessed or anticipated year of assessment: 2017

7. Demonstrate basic fluency of spoken English in individual and group presentations.

Measure: Oral presentation

PLO:

ILO: 1,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2017

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 09/28/2015

6 Hours

**CONTENT:** Learn about class goals and objectives, participate in ice-breaking activities, interview peers to get acquainted with fellow students, give a short self-introduction to the class; skim, scan, and discuss the textbook. Practice clear pronunciation of letters in the alphabet (special attention paid to vowels).

**OUT OF CLASS ASSIGNMENTS:** Prepare self-introduction, a short assignment from the textbook will be given.

**STUDENT PERFORMANCE OBJECTIVES:** Students will state the objectives of the class, introduce themselves, meet other students, spell out loud.

12 Hours

**CONTENT:** Following the framework of a theme in the textbook, such as "Healthcare in the U.S.," students will complete a cycle of listening, speaking and pronunciation activities. The cycle begins with a focus on listening activities and strategies. Students will learn new vocabulary in a thematic context, practice listening for the main idea and specific information, and make inferences. Students will also listen for word stress (I love my NEW country), contractions and reductions (I'm gonna, I wanna). This part of the cycle ends with comprehension check, working with a partner, in small groups, and/or whole class discussions. The cycle will continue with a focus on speaking and pronunciation activities with a partner and/or small groups which include practicing correct pronunciation of vowel sounds, such as [e], as in "bet", [ai], as in "bait". This part of the cycle ends with a follow-up, whole class discussion which requires use of new vocabulary, idioms and correct pronunciation. Short extemporaneous speeches will also be given. The cycle can be completed with extended listening and pronunciation practice using audio-visual material, such as songs, film clips, chants, tongue twisters and computer software, if available. The two week cycle ends with a listening and pronunciation test.

**OUT OF CLASS ASSIGNMENTS:** Study for the test, homework assignments from the textbook and/or appropriate website searches.

**STUDENT PERFORMANCE OBJECTIVES:** Identify and use new vocabulary and idioms, demonstrate improved ability to listen for the main idea, details and inferences, begin correctly using stressed words, contractions, reduced forms, and vowel sounds learned and practiced in class. Students will demonstrate skills learned with a test.

12 Hours

**CONTENT:** Following the framework of a new theme in the textbook, such as "Sleep and Dreams," repeat the activities listed in the previous cycle. Continue recycling, reviewing, and practicing vowel and difficult consonant sounds such as [th] [b], [v]. The cycle can be completed with extended listening and pronunciation practice using audio-visual material, and computer software if available. The cycle ends with a listening and pronunciation test.

**OUT OF CLASS ASSIGNMENTS:** Complete selected assignments from the text and/or relevant websites that reinforce in-class activities.

**STUDENT PERFORMANCE OBJECTIVES:** Identify and use new vocabulary and idioms, demonstrate improved ability to listen for the main idea, details and inferences; use stressed words, reductions and demonstrate improved vowel and consonant pronunciation.

14 Hours

**CONTENT:** Following the framework of a new unit in the textbook, such as "Driving Problems: Road Rage and DUI," repeat the activities listed in previous cycles. Recycle, review and practice vowel and consonant sounds, reductions, contractions and stressed words. Review requirements for the first oral presentation. A suggested topic is a "How To" speech, in which students demonstrate a process. The cycle can be completed with extended listening and pronunciation practice, using audio-visual material and computer software if available. The cycle ends with a listening and pronunciation test.

**OUT OF CLASS ASSIGNMENTS:** Work on the oral presentation; study for the test; complete selected assignments from the text and/or relevant websites that reinforce in-class activities.

**STUDENT PERFORMANCE OBJECTIVES:** Prepare the presentation; demonstrate improved ability to listen for the main idea, details and inferences; use stressed words, reductions and correct vowel and consonant sounds, recognize and use new vocabulary and idioms; demonstrate skills learned by taking a test.

6 Hours

**CONTENT:** Presentation of the first oral report.

**OUT OF CLASS ASSIGNMENTS:** Homework assignments will be given from the textbook and/or relevant websites.

**PERFORMANCE OBJECTIVES:** Give a five-minute oral presentation, listen to peer presentations, and ask and answer questions.

12 Hours

**CONTENT:** Following the framework of a new unit in the textbook, such as "Food and Nutrition," repeat the activities listed in previous cycles. Begin practicing syllable discrimination and stress ("INteresting, CONsonant, FORTunate). Continue recycling and practicing vowel and consonant sounds, reductions, and word stress. The cycle can be completed with extended listening and pronunciation practice using audio-visual material. The cycle ends with a listening and pronunciation test.

**OUT OF CLASS ASSIGNMENTS:** Study for the test, work on selected assignments from the text and/or relevant websites.

**STUDENT PERFORMANCE OBJECTIVES:** Identify and use new vocabulary and idioms in class activities, demonstrate improved ability when listening for the main idea, details and inferences; use stressed words, reductions, correct vowel and consonant sounds, and begin demonstrating greater awareness of syllables and correct syllable stress.

12 Hours

**CONTENT:** Following the framework of a new unit in textbook, such as "Friends and Families," repeat the activities listed in previous cycles. Work on the final "s" sound to help distinguish plural word endings and the final "t" and "d" sounds to distinguish the past tense. Continue recycling and practicing vowel

and consonant sounds, word stress, and syllable stress. The cycle ends with a listening and pronunciation test.

OUT OF CLASS ASSIGNMENTS: Study for the test, complete assignments given from the text and/or relevant websites that reinforce class activities.

STUDENT PERFORMANCE OBJECTIVES: Identify and use new vocabulary and idioms in speaking activities, demonstrate improvement when listening for the main idea, details and inferences; use stressed words, reductions, and correct vowel and consonant sounds. Students will demonstrate skills learned by taking a test.

14 Hours

CONTENT: Following the framework of a new unit in the textbook, such as "A Famous Rapper: Tupac Shakur," repeat the activities listed in previous cycles. Discuss requirements for the second presentation. A group presentation may be considered instead of an individual presentation. Suggested topics: a local city, a favorite place in California, or a U.S. city. Explain and discuss steps to do research, note taking, responsibility to group members, and dividing responsibilities. Show students how to do basic computer research on their chosen topic. The cycle ends with a listening and pronunciation test.

OUT OF CLASS ASSIGNMENTS: Do research for the oral presentation, take notes, make a visual aid, and practice delivery; study for the test; short assignments from the text and/or useful websites that reinforce in-class activities will also be given. STUDENT PERFORMANCE OBJECTIVES: Prepare and practice delivery of the presentation; recognize and use new vocabulary and idioms, demonstrate improved comprehension when listening for the main idea, details and inferences; correctly pronounce vowel and consonant sounds practiced in class, demonstrate greater awareness of syllables and syllable stress; demonstrate skills learned by taking a test.

6 Hours

CONTENT: Presentation of the second oral report.

OUT OF CLASS ASSIGNMENTS: Complete assigned work from the textbook and/or relevant websites.

PERFORMANCE OBJECTIVES: Students will give a five-minute oral presentation, listen to peer presentations, and ask and answer questions.

12 Hours

CONTENT: Following the framework of a new unit in the textbook, such as "Shopping and E-Commerce," repeat the activities listed in previous cycles; practice correct pronunciation of numbers 13/30, 14/40, etc. ("ninety"- "nineteen"); continue practicing syllable stress and word stress, correct pronunciation of vowel and consonant sounds through minimal pair practice and other types of exercises. The cycle can be completed with extended listening and pronunciation practice with audio-visual materials, such as, songs, film clips, chants, tongue-twisters, and computer software, if available. The cycle ends with a listening and pronunciation test.

OUT OF CLASS ASSIGNMENTS: Study for the test, work on selected assignments from the text and/or relevant websites.

STUDENT PERFORMANCE OBJECTIVES: Identify and use new vocabulary and idioms in class activities, demonstrate improved skills when listening for main idea, details and inferences; distinguish and use improved pronunciation of teens/tens; demonstrate better pronunciation of vowel and consonant sounds; use

syllable stress, word stress, reductions and contractions at a high beginning level.

2 Hours

CONTENT: The FINAL EXAM will be composed of two parts: a five to ten-minute "one-on-one (instructor-student) interview to evaluate speaking and an in-class objective listening test.

**METHODS OF INSTRUCTION:**

Large and small group discussions, pair-work, role-play, peer interviews, pronunciation drills, oral presentations and lecture.

**METHODS OF EVALUATION:**

CATEGORY 1 - Writing Assignments

Section 1 – Substantial writing assignments including:

None

Section 2 – If this is a degree applicable course, but substantial writing assignments are NOT appropriate, indicate reason:

N/A

Percent range of total grade: 0 % to 0 %

CATEGORY 2 – Computational or non-computational problem solving demonstrations including:

None

Percent range of total grade: 0 % to 0 %

CATEGORY 3 – Skill Demonstrations, including:

Class Performance/s

Percent range of total grade: 35 % to 45 %

CATEGORY 4 – Objective Exams, including:

Multiple Choice

True/False

Matching Items

Completion

Other: Cloze exercises

Percent range of total grade: 50 % to 60 %

CATEGORY 5 – Any other methods of evaluation:

Class participation, pair work, group work

Percent range of total grade: 5 % to 15 %

**REPRESENTATIVE TEXTBOOKS:**

Recommended:

Q: Skills for Success Listening and Speaking - Intro. Oxford University Press, 2011. Or other appropriate college level text.

ISBN: 978-0194756501 (if available)

Reading level of text, Grade: Integrated ESL Beginning High (From the ESL CB 21 Rubric)

Verified by: Nicole Cisneros

Other textbooks or materials to be purchased by the student: Northstar Listening and Speaking Book 1 published by Pearson Longman(2015), Pathways: Listening, Speaking and Critical Thinking Foundations published by Heinle Cengage Learning (2014). Look into split editions of these texts. A beginning level pronunciation text may also be used to provide more pronunciation practice.

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:  
CSU GE:  
IGETC:  
CSU TRANSFER:  
    Not Transferable  
UC TRANSFER:  
    Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: B  
Classification: Y  
Noncredit Category: Y  
Cooperative Education:  
Program Status: 2 Stand-alone  
Special Class Status: N  
CAN:  
CAN Sequence:  
CSU Crosswalk Course Department:  
CSU Crosswalk Course Number:  
Prior to College Level: F  
Non Credit Enhanced Funding: N  
Funding Agency Code: Y  
In-Service: N  
Occupational Course: E  
Maximum Hours:  
Minimum Hours:  
Course Control Number: CCC000503349  
Sports/Physical Education Course: N  
Taxonomy of Program: 493086