

Course Outline

COURSE: ESL 531 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2014 **CURRICULUM APPROVAL DATE:** 04/28/2014

SHORT TITLE: INT LISTEN/SPEAK I

LONG TITLE: Intermediate ESL Listening/Speaking I

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
4	18	Lecture:	4	72
		Lab:	0	0
		Other:	1	18
		Total:	5	90

COURSE DESCRIPTION:

In this course, listening and speaking skills are developed through extended listening exercises, open-ended dialogues, pair and group discussions, oral interviews, and oral reports. **PREREQUISITE:** ESL 521 or ESL 528 with a grade of 'C' or better or ESL Assessment Recommendation. Recommended concurrent enrollment in ESL 532 and 533.

PREREQUISITES:

Completion of ESL 521, as UG, with a grade of C or better.

OR

Completion of ESL 528, as UG, with a grade of C 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

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

05 - Hybrid

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Identify and use key aural information (main ideas, details, and inferences) to understand aural passages.

Measure: pair, small and/or large group discussion, classroom exercises

PLO:

ILO: 2,1,4,3

GE-LO:

Year assessed or anticipated year of assessment: 2013

2. Recognize and employ new topical vocabulary.

Measure: aural/oral participation, conduct interviews, role-play, speak extemporaneously on current topic, tests and quizzes

PLO:

ILO: 1,2,4

GE-LO:

Year assessed or anticipated year of assessment: 2013

3. Recognize targeted suffixes in aural passages and use in speech.

Measure: follow-up comprehension check, discussion of aural passages, oral performance in class, tests and quizzes

PLO:

ILO: ILO: 1

GE-LO:

Year assessed or anticipated year of assessment: 2013

4. Demonstrate fluency of spoken English in oral or group oral presentations on assigned or self-selected topics.

Measure: oral presentations

PLO:

ILO: 1,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2013

5. Demonstrate the ability to retrieve information via internet for use in presentations.

Measure: oral presentations

PLO:

ILO: 1,3,2

GE-LO:

Year assessed or anticipated year of assessment: 2013

6. Apply note-taking skills to level-appropriate material.

Measure: performance of note-taking, pair or small group discussion, tests and quizzes

PLO:

ILO: 1,2,3,4

GE-LO:

Year assessed or anticipated year of assessment: 2013

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

Curriculum Approval Date: 04/28/2014

4 HOURS

CONTENT: Learn about the class goals and objectives via the course outline; take part in ice-breaking activities; listen to college orientation given by college advisor; introduce weekly conversation groups and half groups for extended speaking practice; begin the course text.

HOMEWORK: Skim and scan the textbook for class content.

STUDENT PERFORMANCE OBJECTIVES: Familiarize themselves with the structure, content, and objectives of the class; meet other students and acquaint themselves with new instructor. Learn about the offerings of the college.

16 HOURS

CONTENT: Learn new vocabulary and identify it through practice with various listening activities (listening for main idea, specific information, making inferences through context) with follow-up comprehension check and small and/or large group discussion; take notes; use theory of reduced and stressed forms as a strategy to find important information in the aural passage; participate in speaking activities which require use of new vocabulary, some done chorally, others done in pairs or in small groups, depending on the exercise; follow-up is achieved through larger group or whole group discussion; learn and practice the difference in pronunciation of the /s/ sound as it is used in plural nouns and in the third person singular present tense verb; learn about and practice reduced forms (I dunno) and stressed words; review stress with the pronunciation of tens/teens (seventy/seventeen); learn about change in stress when using can/can't; participate in brief, impromptu half-group discussion/presentation with the instructor and an ESL assistant; use computer software or the internet to improve listening/speaking skills or practice pronunciation; OR follow directed pronunciation practice by instructor, targeting, for example, difficult minimal pairs (live/leave, throw/toe), or grouping and introducing sounds by how they are made, such as stop and continuant sounds. The four week cycle ends with a test.

HOMEWORK: Go to weekly conversation group Speaking activities allow for further practice using vocabulary and similar or related themes that have been learned in class. In addition, students use the ESL Computer Lab to continue practice of listening and/or speaking skills. Review for test.

STUDENT PERFORMANCE OBJECTIVES: learn new topical vocabulary; practice listening for main idea, detail, and inferences; take notes; use new vocabulary in speaking activities; improve pronunciation; demonstrate skills learned through the test taking process.

8 HOURS

CONTENT: Repeat a cycle as described above which includes proportionate vocabulary, listening, and speaking activities; take notes of various types. In addition, students distinguish and practice the varied pronunciations of the -ed form (/d/, /t/, /id/) of the past tense; listen to a guest lecture given by a reference librarian on how to find information for the first oral presentation (possible first topic: an invention).

HOMEWORK: Go to the weekly conversation group. Speaking activities allow for further practice using vocabulary and similar or related themes that have been learned in class. In addition,

students use the ESL Computer Lab to continue practice of listening and/or speaking skills; prepare oral presentation/visual aid.

STUDENT PERFORMANCE OBJECTIVES: learn new topical vocabulary; practice listening for main idea, detail, and inference; take notes; use new vocabulary in speaking activities; improve pronunciation; learn more about how to use the internet to find information; prepare notes for a presentation.

5 HOURS

CONTENT: Presentation of oral reports.

HOMEWORK: Go to the weekly conversation group. Speaking activities allow for further practice using vocabulary and similar or related themes that have been learned in class. In addition, students use the ESL Computer Lab to continue practice of listening and/or speaking skills.

STUDENT PERFORMANCE OBJECTIVES: To be able to give a five minute oral presentation and to listen to peer presentations responsibly; ask questions.

8 HOURS

CONTENT: Repeat the previous cycle with inclusion of a proportionate number of vocabulary, listening and speaking activities; add listening skill of drawing conclusions from taped material and summary of information; take notes; include intonation practice of tag questions (You do work, don't you?) and exclamations (I won the lottery!). The cycle ends with a test.

HOMEWORK: Go to the weekly conversation group. Speaking activities allow for further practice using vocabulary and similar or related themes that have been learned in class. In addition, students use the ESL Computer Lab to continue practice of listening and/or speaking skills; review and study for the test.

STUDENT PERFORMANCE OBJECTIVES: learn new topical vocabulary; practice listening for main idea, detail, inference, and conclusion; take notes; summarize information; use new vocabulary in speaking activities; improve pronunciation; demonstrate skills by taking and passing the test.

16 HOURS

CONTENT: Repeat the learning cycle of vocabulary, listening and speaking activities over a four week period; include in the pronunciation unit dropping the /h/ sound in most words and the pronunciation of /t/ in English; prepare for another oral presentation. This cycle ends with a test.

HOMEWORK: Go to the weekly conversation group. Speaking activities allow for further practice using vocabulary and similar or related themes that have been learned in class. In addition, students use the ESL Computer Lab to continue practice of listening and/or speaking skills; find necessary information to prepare for the second oral presentation (possible second topic: a famous person); review and study for the test.

STUDENT PERFORMANCE OBJECTIVES: learn new topical vocabulary; practice listening for different kinds of information; use new vocabulary in speaking activities; show understanding of material by taking and passing test; find information, prepare notes to give a five-minute presentation.

5 HOURS

CONTENT: Oral presentations.

HOMEWORK: Go to the weekly conversation group. Speaking activities allow for further practice using vocabulary and similar or related themes that have been learned in class. In addition, students use the

ESL Computer Lab to continue practice of listening and/or speaking skills.

STUDENT PERFORMANCE OBJECTIVES: To be able to both prepare and give a five-minute talk and to listen to peer presentations responsibly; ask questions.

8 HOURS

CONTENT: Repeat a two-week cycle, which includes a proportionate number of vocabulary, listening, and speaking activities.

HOMEWORK: Go to the weekly conversation group. Speaking activities allow for further practice using vocabulary and similar or related themes that have been learned in class. In addition, students use the ESL Computer Lab to continue practice of listening and/or speaking skills.

STUDENT PERFORMANCE OBJECTIVES: Learn new topical vocabulary, practice listening for different kinds of information; use new vocabulary in speaking activities.

2 HOURS

Final Exam: Final exam may be composed of two parts: a five to ten minute one-one (instructor-student) interview for speaking evaluation done during finals week and a listening test administered to the class during the final exam period.

METHODS OF INSTRUCTION:

Pair, small and large group discussion, peer interviews, role-play, pronunciation drills, note-taking, oral presentations.

METHODS OF EVALUATION:

The types of writing assignments required:

None

The problem-solving assignments required:

None

The types of skill demonstrations required:

Performance exams

Other: oral interview with instructor

The types of objective examinations used in the course:

Multiple choice

Completion

Other: See note under category 5.

Other category:

Class participation, attendance in extra hour labs and conversation groups *
aural cloze, sequence of info. in a dialogue, minimal pair distinction

The basis for assigning students grades in the course:

Writing assignments: 0% - 0%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 30% - 40%

Objective examinations: 30% - 40%

Other methods of evaluation: 30% - 40%

REPRESENTATIVE TEXTBOOKS:

Becky Tarver Chase. Pathways I Listening, Speaking and Critical Thinking 1A + OLWB SPLIT. USA: Cengage, 2013. Or other appropriate college level text.

ISBN: 9781285159690

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: B

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: E

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000186055

Sports/Physical Education Course: N

Taxonomy of Program: 493086