

Course Outline

COURSE: ESL 541 **DIVISION:** 10 **ALSO LISTED AS:**

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

SHORT TITLE: INT LISTEN/SPEAK II

LONG TITLE: Intermediate ESL Listening/Speaking II

<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:

This course expands listening and speaking skills through extended listening exercises, open-ended dialogues, pair and group discussions, oral interviews, and oral reports. Students broaden vocabulary while listening to and speaking in both formal and informal, conversational and academic situations.

PREREQUISITE: ESL 531 or ESL 538 with a grade of 'C' or better or ESL assessment recommendation. Recommended concurrent enrollment in ESL 542 and 543.

PREREQUISITES:

Completion of ESL 531, as UG, with a grade of C or better.

OR

Completion of ESL 538, 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

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, interviews, role-play, extemporaneous speech, tests and quizzes

PLO:

ILO: 1,2,4

GE-LO:

Year assessed or anticipated year of assessment: 2013

3. Recognize stressed words and reductions 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: 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 do research for use in presentations. Measure: oral presentations

PLO:

ILO: 1,3,2

GE-LO:

Year assessed or anticipated year of assessment: 2013

6. Demonstrate the ability to take notes while listening to aural passages. 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 class goals and objectives; participate in ice-breaking activities; listen to an orientation given by a college advisor; introduce weekly conversation groups and half groups for extended speaking practice; begin course text.

HOMEWORK: Study assigned parts of the class textbook and prepare self

introduction.

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

16 HOURS

CONTENT: Students will complete a cycle of activities beginning with a focus on listening activities and strategies: learn new vocabulary and identify it through practice with various listening activities; listen for main ideas, specific information, and drawing inferences; complete with comprehension check in small or large group discussion; use understanding of stressed words to interpret speaker feelings; use theory of stressed words, reductions and contractions to distinguish important ideas in the aural passage; use indentation, abbreviations, and symbols while taking notes. Then students will continue the cycle concentrating on speaking activities and strategies: participate in speaking activities which require use of new vocabulary in pairs or small group with follow-up in whole group discussion; practice speaking using contractions and reductions; use English expressions to express feelings; review requirements for a short presentation based on a CNN report. The cycle will be completed with a focus on guided, impromptu half-group discussion and conversation with the instructor and tutors OR extended listening and/or pronunciation practice using audiovisual material or computer software.

HOMEWORK: Attend small weekly conversation groups for extended practice with themes and skills learned in class. Begin completion of recommended sequence of lab activities that focus on listening skills and strategies using audiovisual material or computer software; listen to CNN report and prepare a summary; practice delivery of report. End cycle with a test.

STUDENT PERFORMANCE OBJECTIVES: learn new vocabulary; find main idea, detail and inference in listening passage; demonstrate ability to differentiate relationship of ideas by correct placement of ideas in note-taking; make use of abbreviations and symbols to facilitate note-taking; use new vocabulary in conversation; use English sentence intonation, using stressed words, reductions, and contractions; prepare notes for an oral presentation. Take test successfully.

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 presentation on a CNN report and to listen to peer presentations responsibly; ask questions.

16 HOURS

CONTENT: Repeat the cycle of activities listed previously including proportionate vocabulary, listening and speaking activities. Review requirements for short classroom presentations (ex: interview findings, TV show); Continue listening for stressed words to distinguish important ideas in the passage; recycle and expand on reductions; build on note-taking skills/transition words as a means to move from one main point to the next; expand on expressions to show feeling. End cycle with a test.

HOMEWORK: Attend small weekly conversation groups for extended practice with themes and skills learned in class. Continue recommended sequence of lab

activities that focus on listening skills and strategies using audiovisual material or computer software; interview a person and prepare a summary of the information; watch a TV show or movie and prepare a summary; practice delivery of reports; review concepts of text to prepare for test.

STUDENT PERFORMANCE OBJECTIVES: learn new vocabulary; practice listening for main idea and detail; demonstrate ability to differentiate relationship of ideas by correct placement of ideas in note-taking; use new vocabulary in conversation; use correct English sentence intonation and expression, using stressed words, reductions, and contractions. Give a short presentation to the class. Take test successfully.

16 HOURS

CONTENT: Repeat the cycle of activities listed previously, including proportionate vocabulary, listening and speaking activities. Continue listening for stressed words to distinguish important ideas in the passage; draw inferences; recycle and expand on reductions; expand on expressions to show feeling; review pronunciation of can/can't and teens/tens; learn outlining skills for note-taking; review requirements for an oral presentation (possible topic: state report); practice making summaries.

HOMEWORK: Attend small weekly conversation groups for extended practice with themes and skills learned in class. Continue recommended sequence of lab activities that focus on listening skills and strategies using audiovisual material or computer software; use library/internet sources to research information on assigned state topic; prepare summary of information; practice delivery of report; review concepts of chapter to prepare for test.

STUDENT PERFORMANCE OBJECTIVES: learn new vocabulary; find main idea, detail, and inference in listening passage; demonstrate ability to differentiate relationship of ideas by correct placement of ideas in note form; use new vocabulary in conversation; use correct English sentence intonation and expression, using stressed words, reductions, and contractions. Take test successfully.

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 presentation on a state and to listen to peer presentations responsibly; ask questions.

8 HOURS

CONTENT: Repeat the cycle of activities listed previously, including proportionate vocabulary, listening and speaking activities. Continue listening for stressed words to distinguish important ideas in the passage; draw inferences; recycle and expand on reductions; expand on expressions to show feeling; practice pronunciation of tag questions and linking sounds; find sequence of events in a listening passage; continue outlining skills.

HOMEWORK: Attend small weekly conversation groups for extended practice with themes and skills learned in class. Continue recommended sequence of lab activities that focus on listening skills and strategies using audiovisual material or computer software; review concepts of chapter to prepare for final.

STUDENT PERFORMANCE OBJECTIVES: Learn new vocabulary; find main idea, detail and inference in listening passage; demonstrate ability to differentiate relationship of ideas by correct placement of ideas in note form; use new vocabulary in conversation; use correct English sentence intonation and expression, using stressed words, reductions, contractions, and linked sounds.

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 work, 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:

Class performance

Performance exams

Other: Interviews

The types of objective examinations used in the course:

Multiple choice

True/false

Matching items

Completion

Other category:

Class participation, homework, lab, lab assignments, participation in conversation groups

The basis for assigning students grades in the course:

Writing assignments: 0% - 0%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 35% - 45%

Objective examinations: 30% - 45%

Other methods of evaluation: 25% - 40%

REPRESENTATIVE TEXTBOOKS:

Judith Tanka, Interactions II Listening and Speaking, 4th ed.

McGraw-Hill, 2002

Tess Ferree, North Star Intermediate Listening and Speaking, 2nd

ed., Longman, 2004

Judy Gilbert, Clear Speech, 2nd ed., Cambridge University Press, 1993

Reading level of text: ESL intermediate Verified by: M. Sanidad

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: D
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000244460
Sports/Physical Education Course: N
Taxonomy of Program: 493086