

Course Outline

COURSE: ESL 548 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2016 **CURRICULUM APPROVAL DATE:** 11/23/2015

SHORT TITLE: LISTEN-SPEAK III

LONG TITLE: Integrated Listening/Speaking III

<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 third in a series of integrated skills courses designed to develop listening, speaking and pronunciation skills of high intermediate 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, rhythm and intonation), 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:** ESL 538 or ESL Assessment Recommendation

PREREQUISITES:

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

STUDENT LEARNING OUTCOMES:

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

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

PLO:

ILO: 2,1,4,3

GE-LO:

Year assessed or anticipated year of assessment: 2017

2. Recognize and use new vocabulary and idioms.

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

PLO: 1

ILO: 1,2,4

GE-LO:

Year assessed or anticipated year of assessment: 2017

3. Correctly use English intonation patterns.

Measure: Discussion of aural passage with a partner, small group and whole class; quizzes and tests

PLO: 1

ILO: 1,2

GE-LO:

Year assessed or anticipated year of assessment: 2017

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

Measure: Pair work, discussions, interviews, extemporaneous speeches, oral presentations

PLO: 1

ILO: 1,2

GE-LO:

Year assessed or anticipated year of assessment: 2017

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

Measure: Multiple choice quizzes, class discussions

PLO: 1

ILO: 1,2

GE-LO:

Year assessed or anticipated year of assessment: 2017

6. Demonstrate ability to do 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 fluency of spoken English in class presentations, discussions, and extemporaneous speeches.

Measure: Oral presentations, class discussions

PLO: 1

ILO: 1,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2017

8. Demonstrate the ability to succinctly summarize aural passages, and apply note-taking skills to level-appropriate material.

Measure: Performance of note-taking, pair/small group discussion, quizzes

PLO:

ILO: 1,2,3,4

GE-LO:

Year assessed or anticipated year of assessment: 2017

9. Express and defend opinions, and ask and answer questions about personal preferences.

Measure: Partner work, small and large group discussions, extemporaneous speech, oral presentations

PLO: 1

ILO: 1,4,2,6

GE-LO:

Year assessed or anticipated year of assessment: 2017

PROGRAM LEARNING OUTCOMES:

1. By the end of ESL 541, Intermediate ESL Listening/Speaking II (or ESL 548 Integrated Listening/Speaking III), students will demonstrate their listening/speaking abilities by participating in an individual interview with an ESL instructor. In the interview, students show their ability to understand and answer questions appropriately, their ability to speak extemporaneously within the interview, and their pronunciation.

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

Curriculum Approval Date: 11/23/2015

6 Hours

CONTENT: Learn about class objectives, participate in ice-breaking activities; give a self-introduction to the class; skim and scan the textbook, (possibly begin the first unit). Review and practice note taking skills, troublesome consonant and vowel sounds such as [b] and [v], [th], [ch] and [sh], [y] [j], [h] and [iy] as in "beat" and [i], as in "bit", [ey] as in "taste" and [e], as in "test".

OUT OF CLASS ASSIGNMENTS: Study assigned parts of the textbook, prepare self-introduction, practice sounds reviewed in class.

STUDENT PERFORMANCE OBJECTIVES: Students will state the objectives of the class; meet fellow students; take notes; demonstrate improved pronunciation of English sounds.

14 Hours

CONTENT: Following the framework of a theme in the textbook, such as "Lifestyles Around the World," students will complete a cycle of listening, speaking and pronunciation activities, beginning with a focus on listening activities and strategies, including listening for the main idea, specific information, details, making inferences, predicting outcomes, deciphering words spoken with reduced pronunciation, identifying chronology, summarizing aural passages, and using abbreviations and symbols while taking notes. Complete this part of the cycle with a comprehension check, working with a partner, in small groups, and/or whole class discussions. The next part of the cycle will focus on speaking activities and pronunciation practice in pairs, small groups or whole class. This requires use of new vocabulary and idioms, expressing feelings, expressing and defending opinions, and asking and answering questions about personal preferences. Pronunciation strategies include minimal pair practice and other drills for reviewing, contrasting and practicing difficult sounds in English. Syllable distinction and stress will also be reviewed and practiced. (INteresting, FORtunate, compUter, reFRIGerator). Explain requirements for giving a short CNN presentation for which students find an article on the CNN website, summarize it, and present a report to the class. The cycle can be completed with extended listening and pronunciation practice using audiovisual material, such as, film clips, news clips and songs. Computer software can also be used if available. The two-week cycle ends with a listening and pronunciation test.

OUT OF CLASS ASSIGNMENTS: Prepare the CNN presentation and practice delivery; study for the test; additional short assignments from the textbook will also be given.

STUDENT PERFORMANCE OBJECTIVES: Use new vocabulary; demonstrate improved comprehension skills when listening for the main idea, specific information, details and inferences; predict conclusions of aural passages and identify chronology/ relate listenings to personal values; decipher words spoken with reduced pronunciation; express and defend opinions; ask and answer questions about personal preferences; demonstrate improved pronunciation of consonant and vowel sounds practiced in class; take notes; prepare and practice delivery of the CNN report; demonstrate skills learned by taking a listening and pronunciation test.

12 Hours

CONTENT: Presentation of CNN reports; ask and answer questions, take notes on classmates' reports. Follow the framework of a new theme in the textbook, such as "Jobs and "Professions," and complete the activities listed in the previous cycle, recycling different pronunciation targets. The cycle will end with a listening and pronunciation test.

OUT OF CLASS ASSIGNMENTS: Study for the test, work on assignments from the text and/or relevant websites which reinforce in-class activities.

STUDENT PERFORMANCE OBJECTIVES: Present CNN speeches, demonstrate improved listening comprehension and pronunciation, summarize aural passages, and take notes.

12 Hours

CONTENT: Following a new theme in the textbook, such as "Education and Student Life," students will complete a cycle of listening, speaking and pronunciation activities listed in previous cycles. Continue practicing note taking skills and summarizing aural passages; practice intonation patterns of "WH" Questions and "Tag" Questions ("You don't mean it, do you?"). Review and discuss requirements for the first oral presentation. The recommended topic is a report on a U.S. state. The cycle ends with a listening and pronunciation test.

OUT OF CLASS ASSIGNMENTS: Study for the test, prepare and practice delivery of the first major oral presentation.

STUDENT PERFORMANCE OBJECTIVES: Prepare a five- minute presentation on a state in the U.S; demonstrate improved pronunciation and intonation patterns, particularly of "wh" and "tag" questions. Use new vocabulary and idioms; demonstrate improved comprehension of listening skills, including ability to predict outcomes of aural passages. Demonstrate skills learned in class by taking a listening and pronunciation test.

6 Hours

CONTENT: Students will present their first oral report, classmates will ask questions, and take notes on the presentations.

OUT OF CLASS ASSIGNMENTS: Watch a television program or a movie, prepare a summary, practice delivery of reports.

STUDENT PERFORMANCE OBJECTIVES: Give a five- minute oral presentation, take notes while listening to peer presentations, and ask and answer questions.

12 Hours

CONTENT: Present a short summary of a movie or television program, classmates take notes on the reports and ask questions. Following the framework of a new unit in the textbook, such as "Ceremonies Around the World," repeat the listening, speaking and pronunciation activities listed in previous cycles. Recycle, review, and practice pronunciation targets such as contractions, reductions, word stress, syllable stress, intonation to express feelings; "wh" and "tag" question intonation, pronunciation of regular, past tense verbs, and teens/tens (13/30, 14/40). Begin practicing stress patterns of compound nouns (animal trainer, salesclerk), adjectives followed by nouns (professional shopper, good pay). The cycle can be completed with extended listening and pronunciation practice using audiovisual material and computer software, if available. The two week cycle ends with a listening and pronunciation test.

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

STUDENT PERFORMANCE OBJECTIVES: To give a summary of a TV program or movie to the class, ask and answer questions, and take notes; use new vocabulary and idioms; demonstrate improved comprehension skills when listening for the main idea, specific information, details, and inferences; demonstrate ability to predict conclusions in aural passages, identify chronology, relate passages to personal values; decipher words spoken with reduced pronunciation; express and defend opinions; ask and

answer questions, demonstrate improved pronunciation of stressed words, contractions, reduced forms, and , and intonation patterns practiced in class. Demonstrate skills learned by taking a listening and pronunciation test.

14 Hours

CONTENT: Following the framework of a new unit in the textbook, such as "The Art of Storytelling," students will complete a cycle of listening, speaking and pronunciation activities listed in previous cycles. During this cycle, practice pronunciation of linking sounds, "help us," "lived in," "short time." Recycle/review/practice pronunciation of difficult vowel and consonant sounds. Continue practicing English intonation patterns, and syllable stress. Discuss requirements for the second oral presentation, including steps to doing research, note taking for the presentation, responsibility to group members, and dividing responsibilities. An individual or a group project is appropriate. The instructor will select a general category of topics for students to choose from such as plants or animals. A suggested general topic for a group project is "Major problems in the U.S.". Each small group can report on issues like domestic violence or the healthcare system or narrow the general topic to a topic like "drug abuse in the U.S." and assign specific drugs to different groups, "heroin," or "cocaine" with discussion of history, use, and effects of that substance. The cycle can be completed with extended listening and pronunciation practice using audiovisual material and computer software, if available. The two week cycle ends with a listening and pronunciation test.

OUT OF CLASS ASSIGNMENTS: Prepare and practice delivery of the second major oral presentation. Short assignments from the textbook and/or relevant websites will also be given.

STUDENT PERFORMANCE OBJECTIVES: Prepare and practice delivery of a 5- minute presentation; use new vocabulary and idioms; predict conclusions in aural passages, identify chronology, relate listenings to personal values, decipher words spoken with reduced pronunciation; demonstrate improved pronunciation of stressed words, contractions, reduced forms; use and demonstrate understanding of linked sounds, demonstrate improved pronunciation of vowels and consonants practiced in class, demonstrate skills learned by taking a listening and pronunciation test.

6 Hours

CONTENT: Students will present the second oral presentation, ask and answer questions, and take notes on classmates' presentations.

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

STUDENT PERFORMANCE OBJECTIVES: Prepare and present a five- minute report, take notes while listening to peer presentations, take notes, and ask and answer questions.

12 Hours

CONTENT: Following the framework of a new unit in the textbook, such as "How Advertising Effects Our Lives," students will complete a cycle of listening, speaking and pronunciation activities listed in previous cycles .Introduce and practice "contrastive stress": "I usually WASH the dishes" (not dry them". Recycle, review and practice difficult pronunciation targets from previous cycles. Continue practicing to write summaries of aural passages, and note taking skills, focusing on correct placement of ideas in note form to demonstrate comprehension of ideas in aural passages. The cycle can be completed with extended listening and pronunciation practice using audiovisual material, and computer software, if available. The two week cycle ends with a listening and pronunciation test.

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

STUDENT PERFORMANCE OBJECTIVES: Correctly use new vocabulary and idioms; demonstrate improved comprehension skills when listening for the main idea, specific information, details and inferences; predict outcomes in aural passages, identify chronology; relate listenings to personal values; demonstrate ability to differentiate ideas when listening/note taking by correctly placing ideas in note form; decipher words spoken with reduced pronunciation; summarize aural passages; express and defend opinions, ask and answer questions about personal preferences; demonstrate improved pronunciation of English sounds and intonation patterns.

12 Hours

CONTENT: Following the framework of a new unit in the textbook such as "Joking Around" (comparing personal preferences in humor), students will complete a cycle of listening, speaking and pronunciation activities listed in previous cycles. During this cycle, practice pronunciation of linking sounds, "help us," "lived in," "short time." Recycle/review/practice pronunciation of difficult vowel and consonant sounds, and include practice with words ending in [r] such as in "computer." Continue practicing English intonation patterns, and syllable stress. The cycle can be completed with extended listening and pronunciation practice using audiovisual material and computer software, if available. The two-week cycle ends with the final exam.

OUT OF CLASS ASSIGNMENTS: Study for the final exam; assignments from the textbook and/or relevant websites will be given.

STUDENT PERFORMANCE OBJECTIVES: Use new vocabulary and idioms; predict conclusions in aural passages, identify chronology, relate listenings to personal values, decipher words spoken with reduced pronunciation; demonstrate improved pronunciation of stressed words, contractions, reduced forms; use and demonstrate understanding of linked sounds, demonstrate improved pronunciation of vowels and consonants practiced in class, demonstrate skills learned by taking the final exam.

2 Hours

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

OUT OF CLASS ASSIGNMENTS: Review notes and textbook to study for the final exam.

STUDENT PERFORMANCE OBJECTIVES: Take the final exam.

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 - The types of writing assignments required:

Percent range of total grade: % to %

Category 2 - The problem-solving assignments required:

Percent range of total grade: % to %

Category 3 – The types of skill demonstrations required:

Percent range of total grade: 35 % to 45 %

Class Performance/s

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 50 % to 60 %

Multiple Choice

True/False

Matching Item

Completion

Category 5 - Any other methods of evaluation:

Percent range of total grade: 5 % to 15 %

Class participation, partner work, group work

REPRESENTATIVE TEXTBOOKS:

Recommended:

Margaret Brooks. Q: Skills for Success Listening and Speaking - Book 2. Oxford, 2015. Or other appropriate college level text.

ISBN: 978-019-481872-8

Reading level of text, Grade: Integrated ESL Low Intermediate (From the ESL CB 21 Rubric) Verified by: Nicole Cisneros

Other textbooks or materials to be purchased by the student: Solorzano and Scmidt's 2015 edition of "Northstar Listening and Speaking Book 3" published by Pearson Longman. Heinle Cengage Learning's 2014 edition of "Pathways: Listening, Speaking, and Critical Thinking - Book 2". Look into split editions of these texts. A supplemental pronunciation text may also be used.

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: D

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000503353

Sports/Physical Education Course: N

Taxonomy of Program: 493086