

Course Outline

COURSE: ESL 728 DIVISION: 90 ALSO LISTED AS:

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

SHORT TITLE: NC LISTEN-SPEAK I

LONG TITLE: NC Integrated Listening, Speaking I

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

COURSE DESCRIPTION:

This is the first course in a series of integrated skills courses designed to develop the listening, speaking and pronunciation skills of 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. **ADVISORY:** ESL Assessment Recommendation

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES
 N - Non Credit

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, quizzes and tests

PLO:

ILO: 2, 1, 4, 3

GE-LO:

Anticipated Year of Assessment: 2017

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

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

PLO:

ILO: 1,2,4

GE-LO:

Anticipated Year of Assessment: 2017

3. Recognize and use stressed words and reductions.

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

PLO:

ILO: 1

GE-LO:

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:

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:

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:

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:

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).

Student Performance Objectives (SPO): Students will state the objectives of the class, introduce themselves, meet other students, spell out loud.

Out-of-Class Assignments: Prepare self-introduction, a short assignment from the textbook will be given.

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.

Student Performance Objectives (SPO): 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.

Out-of-Class Assignments: Study for the test, homework assignments from the textbook and/or appropriate website searches.

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.

Student Performance Objectives (SPO): 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.

Out-of-Class Assignments: Complete selected assignments from the text and/or relevant websites that reinforce in-class activities.

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.

Student Performance Objectives (SPO): 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.

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.

6 Hours

Content: : Presentation of the first oral report.

Student Performance Objectives (SPO): : Give a five-minute oral presentation, listen to peer presentations, and ask and answer questions.

Out-of-Class Assignments: Homework assignments will be given from the textbook and/or relevant websites.

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.

Student Performance Objectives (SPO): 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.

Out-of-Class Assignments: Study for the test, work on selected assignments from the text and/or relevant websites.

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.

Student Performance Objectives (SPO): : 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.

Out-of-Class Assignments: Study for the test, complete assignments given from the text and/or relevant websites that reinforce class activities.

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.

Student Performance Objectives (SPO): : 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.

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.

6 Hours

Content: Presentation of the second oral report.

Student Performance Objectives (SPO): Students will give a five-minute oral presentation, listen to peer presentations, and ask and answer questions.

Out-of-Class Assignments: : Complete assigned work from the textbook and/or relevant websites.

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.

Student Performance Objectives (SPO): 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.

Out-of-Class Assignments: Study for the test, work on selected assignments from the text and/or relevant websites.

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.

Student Performance Objectives (SPO): Take the final exam.

Out-of-Class Assignments: Review notes and textbook to study for 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: 0 % to %

Category 2 - The problem-solving assignments required:

Percent range of total grade: 0 % 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 Items

Completion

Category 5 - Any other methods of evaluation:

REPRESENTATIVE TEXTBOOKS:

Recommended:

Jennifer Bixby and Joe McVeigh. Q: Skills for Success Listening and Speaking - Intro. Oxford University Press, 2011.

Or other appropriate college level text.

ISBN: 978-194756464 (possibly ask for a split edition) (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: John Beaumont's 2015 edition of "Northstar Listening and Speaking Book 1" published by Pearson Longman has also been used. Heinle Cengage Learning's 2014 edition of "Pathways: Listening, Speaking, and Critical Thinking - Foundations" is also

appropriate. Look into split editions for these books as well. 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: K

Noncredit Category: A

Cooperative Education:

Program Status: 1 Program Applicable

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: 0

Minimum Hours: 0

Course Control Number:

Sports/Physical Education Course: N

Taxonomy of Program: 493086