

Course Outline

COURSE: ESL 738 DIVISION: 90 ALSO LISTED AS:

TERM EFFECTIVE: Spring 2018 CURRICULUM APPROVAL DATE: 10/09/2017

SHORT TITLE: NC LISTEN-SPEAK II

LONG TITLE: NC Integrated Listening, Speaking II

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 second in a series of integrated skills courses designed to develop the listening, speaking and pronunciation skills of low intermediate ESL students. Activities which include listening exercises, role play, pair work, small and large group discussions, interviews, oral presentations, and pronunciation (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. PRERQUISITES: ESL 728 or ESL Assessment Recommendation

PREREQUISITES:

Completion of ESL 728, as NC, with a grade of P or better.

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of

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 of assessment: Large and small group discussions, classroom exercises, pair work, quizzes and tests

Year assessed, or planned year of assessment: 2017

2. Recognize and use new vocabulary and idioms.

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

Year assessed, or planned year of assessment: 2017

3. Recognize stressed words and reductions in aural passages and use in speech.

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

Year assessed, or planned year of assessment: 2017

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

Measure of assessment: Pair work, discussions, interviews, oral presentations

Year assessed, or planned year of assessment: 2017

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

Measure of assessment: Multiple choice quizzes, class discussions

Year assessed, or planned year of assessment: 2017

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

Measure of assessment: Oral presentation

Year assessed, or planned year of assessment: 2017

7. Demonstrate fluency of spoken English in class discussions, presentations, and extemporaneous speeches.

Measure of assessment: Oral presentations, class discussions

Year assessed, or planned year of assessment: 2017

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

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

Year assessed, or planned year of assessment: 2017

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

Curriculum Approval Date: 10/09/2017

6 Hours

Content: Learn about objectives, participate in ice-breaking activities, interview peers to get acquainted with classmates; give a short self introduction to the class; skim and scan the textbook; review and practice vowel and consonant sounds, such as [e] as in "less", [ey] as in "lace", [b], [v], [j], [sh], [ch].

Student Performance Objectives (SPO): Students will state the objectives of the class; meet classmates, give a self-introduction to the class; demonstrate improved pronunciation of vowel and consonant sounds learned in class.

Out-of-Class Assignments: Prepare self-introduction; complete selected, introductory assignments in the textbook and/or relevant websites that reinforce in-class activities.

12 Hours

Content: Following the framework of a theme in the textbook, such as "Entertainment and the Media," students will complete a cycle of listening, speaking and pronunciation activities, beginning with the focus on listening activities, including listening for the main idea, specific information, details, making inferences, predicting outcomes, and summarizing aural passages. This part of the cycle will be completed 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 with partners, small groups and/or whole class discussions, which require use of new vocabulary and idioms. The pronunciation part of the cycle includes exercises and practice with word stress ("I love ALL of my classes at Gavilan College"), syllable distinction and stress (INteresting, FORtunate); contractions and reductions ("gonna," "wanna"), unstressed "to" ("He went "t" the beach"); review and practice of consonant sounds, such as b/v/th/t/d and vowel sounds such as [iy] (as in

beat) through minimal pair practice drills (beat/bit) The cycle can be completed with extended listening and pronunciation practice using audiovisual material and/or computer software. The two- week cycle ends with a listening and pronunciation test.

Student Performance Objectives (SPO): Recognize and use new vocabulary and idioms; demonstrate improved comprehension when listening for the main idea, specific information, details and inferences; predict conclusions of aural passages; demonstrate improved pronunciation of stressed words, contractions, reduced forms; and consonant and vowel sounds practiced in class. Demonstrate skills learned by taking a listening and pronunciation test.

Out-of-Class Assignments: Study for the test; complete assignments from the textbook and/or relevant websites designed for additional practice and reinforcement of in-class activities.

12 Hours

Content: Following the framework of a new unit in the textbook, such as "Experiencing Nature," repeat the activities listed in the previous cycle. Include practice with contractions using "WILL" (I'll, he'll, she'll). Begin summarizing aural passages and practicing note taking skills. Continue recycling vowel and consonant sounds, syllable discrimination and stress, contractions and reductions, and word stress. The cycle can be completed with extended listening and pronunciation practice with audio-visual material such as film and television clips, news clips and songs. The cycle ends with a listening and pronunciation test.

Student Performance Objectives (SPO): Identify and use new vocabulary and idioms in speaking activities; demonstrate improved comprehension when listening for the main idea, specific information, details, inferences, and outcomes; use word stress and reductions; demonstrate improved awareness and pronunciation of syllables, and vowel and consonant pronunciation.

Out-of-Class Assignments: Selected assignments from the text and/or relevant websites that reinforce class activities will be given.

14 Hours

Content: Following the framework of a new unit in the textbook, such as "Health and Fitness," repeat the activities listed in previous cycles. Review requirements for the first presentation, discuss steps to researching information on the internet, taking notes for the presentation, qualities of a "good speech", and suggestions to help students feel less nervous. If possible, show students how to do basic computer research. The instructor will select a general class topic such as a famous American hero or anti-hero; a city in the world (outside of the U.S.), a famous natural/historic/cultural place in the world; an interesting aspect of American culture/history/politics (Civil War, Prohibition). The cycle can be completed with extended activities with audio-visual material such as songs, TV and film clips. The cycle ends with a listening and pronunciation test.

Student Performance Objectives (SPO): Prepare and practice delivery of the oral presentation; identify and use new vocabulary and idioms in speaking activities; demonstrate improved comprehension when listening for main idea, details, inferences, and conclusions; summarize information from aural passages; take notes, use stressed words, reductions, and better pronunciation of vowel and consonant sounds. 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.

6 Hours

Content: : Presentation of the first oral report. When listening to peer presentations, students will take notes, and/or write down, and hand in three pieces of information they learned from each report.

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

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

12 Hours

Content: Following the framework of a new chapter in the textbook, such as "Cultures of the World," repeat the activities listed in previous cycles. Practice identifying, and using intonation to denote attitude and interpret the speakers' tone and emotions, and practicing typical English rising and falling intonation

patterns. Varied speaking activities with partners, in small groups, and/or whole class discussions will continue.

Student Performance Objectives (SPO): Demonstrate improvement when listening for the main idea, details, specific information, inferences, and outcomes; recognize intonation to denote attitude, and interpret the speakers' tone and emotions; use correct English intonation patterns; demonstrate improved ability to aurally distinguish, and correctly use, word and syllable stress, reductions, and vowel and consonant sounds.

Out-of-Class Assignments: Relevant assignments from the textbook and/or useful websites which expand on, and reinforce in-class activities will be given.

12 Hours

Content: : Following the framework of a new chapter in the textbook, such as "Offbeat Jobs," repeat activities listed in previous cycles. Continue recycling vowel and consonant sounds; practicing typical English rising and falling intonation patterns; review and practice pronunciation of "can' and "can't, teens and tens (13/30), and regular past tense verbs. The cycle will end with a test.

Student Performance Objectives (SPO): : Demonstrate improved comprehension when listening for the main idea, details, specific information, inferences, outcomes, and intonation to denote attitude and interpret the speakers' tone and emotions; summarize information from aural passages, take notes; demonstrate improved pronunciation of English sounds and intonation patterns, identify and use new vocabulary and idioms in speaking activities.

Out-of-Class Assignments: Study for the test; relevant assignments from the textbook and/or useful websites will be given.

14 Hours

Content: Following the framework of a new chapter in the textbook, such as "Endangered Languages," follow the activities listed in previous cycles. Begin practicing "WH question" intonation question. Review and discuss requirements for the second oral presentation. Individual or group presentations are appropriate. A suggested broad topic is "Health, Disease, Diet and Fitness." Individual students, or groups, will choose sub-topics such as healthy diets and the obesity epidemic. The cycle can be completed with extended listening and pronunciation practice with audio-visual material. The cycle will end with a listening and pronunciation test.

Student Performance Objectives (SPO): : Prepare the second oral presentation; study for the test; demonstrate improved skills when listening for the main idea, details, specific information, inferences, outcomes, and use of intonation to denote attitude, and interpret the speaker's tone and emotions; summarize information; take notes, use new vocabulary and idioms in speaking activities; demonstrate an improvement in English rising and falling intonation patterns, particularly when asking "WH" questions; demonstrate skills learned by taking a listening and pronunciation test.

Out-of-Class Assignments: Prepare and practice the second oral presentation, be prepared to answer questions; study for the test; short, relevant assignments from the textbook and/or useful websites may also be assigned.

6 Hours

Content: Students will present their second oral report. While listening to peer presentations, students will take notes and/or write down and hand in three pieces of information they learned from each speech.

Student Performance Objectives (SPO): Present a five-minute report, take notes while listening to peer presentations, and ask and answer questions.

Out-of-Class Assignments: Selected assignments will be given from the text and specified websites.

12 Hours

Content: Following the framework of a new theme in the textbook, such as "Good Mood Foods," repeat the activities listed in previous cycles. Continue recycling and practicing difficult pronunciation material and English intonation patterns including "Wh" questions and "Tag" Questions. The cycle will end with the final exam, which will be composed of two parts: a five to ten-minute "one-on -one" (instructor-student) interview to evaluate speaking and an objective, in-class listening test.

Student Performance Objectives (SPO): Demonstrate improved comprehension when the listening for the main idea, details, specific information, inferences, conclusions, and use of intonation to denote attitude and interpret the speakers tone and emotions; summarize information from aural passages; take notes; identify and use new vocabulary in speaking activities; demonstrate improved pronunciation of regular past tense verbs, and vowel and consonant sounds practiced in class. Demonstrate improved use of rising and falling intonation patterns, including correct intonation of "wh" and "tag" questions. Demonstrate skills learned by taking the final exam.

Out-of-Class Assignments: Study for the final exam; relevant assignments from the textbook and/or useful websites will be assigned.

METHODS OF INSTRUCTION:

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

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours:

Assignment Description: Text homework assignments; preparation for oral presentations; computer lab work

METHODS OF EVALUATION:

Skill demonstrations

Percent of total grade: 35.00 %

Skill Demonstrations: Percent range of total grade: 35 % to 45 % Class Performance/s

Objective examinations

Percent of total grade: 50.00 %

Objective examinations: Percent range of total grade: 50 % to 60 % Multiple Choice True/False Matching Items Completion

Other methods of evaluation

Percent of total grade: 5.00 %

Other methods of evaluation : Class participation, partner work, group work Percent range of total grade: 5 % to 15 %

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks

Jaimie Scanlon. Q: Skills for Success Listening and Speaking - Book 1. Oxford University Press,2015.

ISBN: 978-194756105 (possibly ask for a split edition)

Reading Level of Text, Grade: Integrated ESL Beginning High (From the ESL CB 21 Rubric) Verified by: Nicole Cisneros

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