

Course Outline

COURSE: ESL 741 **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2017 **CURRICULUM APPROVAL DATE:** 09/26/2016

SHORT TITLE: NC INT LISTEN/SPEAK II

LONG TITLE: NC Intermediate ESL Listening/Speaking II

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
0	18	Lecture:	4	Lecture:	72
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	4	Total:	72

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 738 or ESL assessment recommendation.

PREREQUISITES:

Completion of ESL 738, as UG, with a grade of C or better.

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

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

Recognize and employ new topical vocabulary.

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

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

Demonstrate the ability to do research for use in presentations.

Demonstrate the ability to take notes while listening to aural passages.

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

Curriculum Approval Date: 09/26/2016

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

METHODS OF INSTRUCTION:

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

METHODS OF EVALUATION:

Skill demonstrations

Percent of total grade: 40.00 %

Class presentations and oral interviews.

Objective examinations

Percent of total grade: 40.00 %

Other methods of evaluation

Percent of total grade: 20.00 %

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks:

Brooks. Q: Skills for Success Listening and Speaking, Level 2 with Access Code Card. Oxford University Press,2015.

Request Split Edition A or B. Ask publisher for ISBN.

Reading Level of Text, Grade: ESL Intermediate Verified by: Nicole Cisneros

Chase/Johannsen. Pathways 2: Listening, Speaking, and Critical Thinking with Online Workbook. Heinle Cengage Learning,2012.

Request Split Edition A or B. Ask publisher for ISBN.

Reading Level of Text, Grade: ESL Intermediate Verified by: Nicole Cisneros

Solorzano/Schmidt. Northstar Listening and Speaking 3 with MyEnglishLab. Pearson Education,2014.

Possibly request Split Edition. Ask publisher for ISBN.

Reading Level of Text, Grade: ESL Intermediate Verified by: Nicole Cisneros

Tanka/Baker. Interactions Level 2 Listening and Speaking and Registration Code for Connect ESL. McGraw Hill,2012.

Possibly request Split Edition. Ask publisher for ISBN.

Reading Level of Text, Grade: ESL Intermediate 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: D

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 72

Minimum Hours: 72

Course Control Number: CCC000593276

Sports/Physical Education Course: N

Taxonomy of Program: 493086