

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. Apply notetaking skills for collegiate courses

ILO: 2,1,3

Measure: Performance of notetaking, small group discussion of lecture notes, written quiz on lecture content

2. Familiarize themselves with strategies to participate orally in mainstream classes

ILO: 1,2,3

Measure: Oral presentation

3. Demonstrate ability to work collaboratively to make oral presentations

ILO: 4,6,3,1

Measure: Small group research and discussion, oral presentation

4. Recognize and employ collegiate lecture terminology

ILO: 1

Measure: Aural and oral performance via discussion and participation

5. Familiarize themselves with information retrieval using library database

ILO: 3,6,4

Measure: Teacher observation of small group interaction, discussion, oral presentation

6. Practice and demonstrate skills of summarizing through various types of delivery

ILO: 2,1,3

Measure: Oral delivery of summary

7. Identify cultural differences in education and recognize keys to success in an American college

ILO: 1,2,6

Measure: Class discussion, written quiz

8. Recognize personal strengths, weaknesses, and preferred learning styles

ILO: 6

Measure: Computer quiz, discussion, presentation

9. Participate in mainstream classroom activities and/or campus-wide events whenever they are available

ILO: 4,1,6

Measure: Classroom participation and discussion or oral summary of event.

TOPICS AND SCOPE:

Inactive Course: 09/28/2009

WEEK 1-6 18 HOURS

CONTENT: Read and review contents of greensheet and class expectations; Select an appropriate article to use as a point of departure for a class discussion; read the article and prepare a summary and questions that will elicit class discussion; participate in various activities which will enable students to give their opinion, interrupt the conversation, and hold the floor during the discussion; lead their own class discussion with materials prepared. **HOMEWORK:** Go to the ESL Computer Lab, if needed, to watch and/or listen to assigned news reports; read an article, summarize it, and prepare the questions for class discussion. In preparation for upcoming unit, visit two mainstream classes; write a summary of lecture and make observations on classroom environment. **STUDENT PERFORMANCE OBJECTIVES:** Learn the skills needed to both guide and take part in a seminar discussion; both lead and participate in a class discussion; evaluate peers' performances.

WEEK 7-10 12 HOURS

CONTENT: Introduction to learning styles. Students take the multiple intelligence theory checklist test; discussion of how students are taught in different countries and what skills are needed to succeed in the native and American classrooms; discussion of how to work in groups; give first oral presentation on multiple intelligence research. **HOMEWORK:** Take the learning skills inventory assessment on computer to determine preferred learning style; read and highlight handouts on the multiple intelligence theory; go to the ESL Computer Lab to research internet articles and the library to find periodicals and books for research; prepare first oral presentation. **STUDENT PERFORMANCE OBJECTIVES:** Learn about multiple intelligences, research information on their dominant intelligence, summarize multiple intelligence research; Give oral presentation.

WEEK 11-12 6 HOURS

CONTENT: View films related to American history or the American educational system and have a class discussion where students in small groups focus on distinct topics introduced in the films. **HOMEWORK:** Go to the ESL Computer Lab to find discussion questions on film in order to prepare for discussion and group oral presentation. **STUDENT PERFORMANCE OBJECTIVES:** Practice listening, speaking, research, and summarizing skills; take part in a class discussion and group oral presentations about key concepts in the films.

WEEK 13-17 15 HOURS

CONTENT: Introduction to debating; students brainstorm and choose favored current topics and select the debate group in which they want to participate; students participate in various activities that teach them the mechanics of debating; students receive an introduction to library resources; groups work collaboratively to find supporting information for both their topic and then for their stand; students summarize their research information to state their position on the issue; students participate in the debate. **HOMEWORK:** Read, evaluate, and synthesize information found; give oral summary. **STUDENT PERFORMANCE OBJECTIVES:** Learn how to use library resources, practice reading and synthesizing information, work collaboratively with peers; evaluate progress made during the semester through the videotaped segments.

WEEK 18 2 HOURS

Final Exam: Students will receive a short article on which they will make an oral summary.

Completion of assigned out-of-class homework and lab assignments, such as viewing of videotaped, live or televised lectures/notetaking, collaborative group projects and presentation of findings, class readings with spontaneous summaries.

METHODS OF INSTRUCTION:

Lecture, discussion, cooperative learning, use of media, videos, audio cassettes.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

The problem-solving assignments required:

None

The types of skill demonstrations required:

Class performance

Performance exams

The types of objective examinations used in the course:

None

Other category:

Class participation; Lab and library assignments

The basis for assigning students grades in the course:

Writing assignments: 5% - 15%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 65% - 75%

Objective examinations: 0% - 0%

Other methods of evaluation: 20% - 40%

REPRESENTATIVE TEXTBOOKS:

Kendall, *The Real Thing*, Highland Publishers, 2003

Dunkel, Pialorsi, Kozyrev, *Advanced Listening Comprehension: Developing Aural and Notetaking Skills*, Second Edition, Heinle and Heinle 2003.

Kozyrev, *Talk It Over!: Listening, Speaking, and Pronunciation 3*, Second Edition, Longman Addison-Wesley 2002.

Lim and Smalzer, *Noteworthy: Listening & Notetaking Skills*, Second Edition, Heinle and Heinle Publishers, 2003.

Grant, *Well Said: Pronunciation for Clear Communication*, Second Edition, Longman Addison-Wesley, 2002.

Reading level of text: High-Intermediate to Advanced ESL level.

Verified by: Mary Ann Sanidad and Bea C. Lawn.

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: A

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: B

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000083362
Sports/Physical Education Course: N
Taxonomy of Program: 493086