

Course Outline

COURSE: ESL 731 **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 12/8/2020

SHORT TITLE: NC INT LISTEN-SPEAK I

LONG TITLE: NC Intermediate ESL Listening, Speaking I

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

COURSE DESCRIPTION:

This is the second course in a series of integrated skills courses designed to develop academic listening, speaking and pronunciation skills of low-intermediate ESL students. Activities, which include extended listening exercises, open-ended dialogues, pair and group discussions, oral interviews, and oral reports, are presented in the context of relevant, contemporary and intellectually challenging themes. **PREREQUISITE:** ESL 528 or ESL 728 or ESL Assessment Recommendation.

PREREQUISITES:

Completion of ESL 528, as UG, with a grade of C or better.

OR

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

OR

Score of 1 on Intermediate I

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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

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

Measure of assessment: Pair, small and/or large group discussion, classroom exercises, tests.

Semester/Year assessed, or planned Semester/Year of assessment: 2021

2. Recognize and use new topical vocabulary.

Measure of assessment: Aural/oral participation, conduct interviews, role-play, speak extemporaneously on current topic, tests and quizzes

Semester/Year assessed, or planned Semester/Year of assessment: 2021

3. Demonstrate fluency of spoken English in individual or group oral presentations on assigned or self selected

topics.

Measure of assessment: Oral presentations.

Semester/Year assessed, or planned Semester/Year of assessment: 2021

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

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

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

Curriculum Approval Date: 12/8/2020

DE MODIFICATION ONLY

OUT OF CLASS ASSIGNMENTS: Presentation preparation, textbook assignments, surveys, interviews, vocabulary memorization, online workbook exercises.

Content Note: Themes may vary by textbook.

4 HOURS

CONTENT: Learn about the class goals and objectives via the course outline; take part in ice-breaking activities; begin work in the textbook.

STUDENT PERFORMANCE OBJECTIVES: Familiarize themselves with the structure, content, and objectives of the class; meet other students and acquaint themselves with new instructor.

12 HOURS

CONTENT: Learn new vocabulary and identify it through practice with various listening activities (listening for main idea, specific information, making inferences through context) with follow-up comprehension check and small and/or large group discussion; take notes; use theory of reduced and stressed forms as a strategy to find important information in the aural passage; participate in speaking activities which require use of new vocabulary, some done chorally, others done in pairs or in small groups, depending on the exercise; follow-up is achieved through larger group or whole group discussion; learn and practice the difference in pronunciation of the /s/ sound as it is used in plural nouns and in the third person singular present tense verb; learn about and practice reduced forms (I

dunno) and stressed words; review stress with the pronunciation of tens/teens (seventy/seventeen); learn about change in stress when using can/can't; use computer software or the internet to improve listening/speaking skills or practice pronunciation; OR follow directed pronunciation practice by instructor, targeting, for example, difficult minimal pairs (live/leave, throw/toe), or grouping and introducing sounds by how they are made, such as stop and continuant sounds. Go over requirements for a short presentation (may be based on a topic from the textbook, no research necessary). The presentation should include an introduction and conclusion. The cycle ends with a test.

STUDENT PERFORMANCE OBJECTIVES: learn new topical vocabulary; practice listening for main idea, detail, and inferences; take notes; use new vocabulary in speaking activities; improve pronunciation; demonstrate skills learned through the test taking process; prepare notes for a presentation.

4 HOURS

CONTENT: Presentation of oral reports.

STUDENT PERFORMANCE OBJECTIVES: To be able to give a five minute oral presentation and to listen to peer presentations responsibly; take notes and ask questions.

13 HOURS

CONTENT: Repeat a cycle as described above which includes proportionate vocabulary, listening, and speaking activities; take notes of various types. In addition, students distinguish and practice the varied pronunciations of the ?ed form (/d/, /t/, /id/) of the past tense; listen to a guest lecture given by a reference librarian on how to find information for the first oral presentation (possible first topic: an invention or other topic suggested by the text). The presentation should include an introduction and conclusion. Teach students how to use reported speech if they will be summarizing what someone said. The cycle ends with a test.

STUDENT PERFORMANCE OBJECTIVES: learn new topical vocabulary; practice listening for main idea, detail, and inference; take notes; use new vocabulary in speaking activities; improve pronunciation; learn more about how to use the internet to find information; demonstrate skills learned through the test taking process ; prepare notes for a presentation.

4 HOURS

CONTENT: Presentation of oral reports.

STUDENT PERFORMANCE OBJECTIVES: To be able to give a five minute oral presentation and to listen to peer presentations responsibly; take notes and ask questions.

13 HOURS

CONTENT: Repeat the previous cycle with inclusion of a proportionate number of vocabulary, listening and speaking activities; add listening skill of drawing conclusions from audio material and summary of information; take notes; include intonation practice of tag questions (You do work, don't you?) and exclamations (I won the lottery!). Go over requirements for a short presentation (may be based on a topic from the textbook). The presentation should include an introduction and conclusion The cycle ends with a test.

STUDENT PERFORMANCE OBJECTIVES: learn new topical vocabulary; practice listening for main idea, detail, inference, and conclusion; take notes; summarize information; use new vocabulary in speaking activities; improve pronunciation; prepare notes for a presentation; demonstrate skills by taking and passing the test.

4 HOURS

CONTENT: Presentation of oral reports.

STUDENT PERFORMANCE OBJECTIVES: To be able to give a five minute oral presentation and to listen to peer presentations responsibly; take notes and ask questions.

12 HOURS

CONTENT: Repeat the learning cycle of vocabulary, listening and speaking activities; include in the pronunciation unit dropping the /h/ sound in most words and the pronunciation of /t/ in English; prepare for another oral presentation (possible second topic: a famous person or other topic suggested by the text). The presentation should include an introduction and conclusion. Review how to use reported speech if they will be summarizing what some said. This cycle ends with a test.

STUDENT PERFORMANCE OBJECTIVES: learn new topical vocabulary; practice listening for different kinds of information; use new vocabulary in speaking activities; show understanding of material by taking and passing test; find information, prepare notes to give a five-minute presentation.

4 HOURS

CONTENT: Oral presentations.

STUDENT PERFORMANCE OBJECTIVES: To be able to both prepare and give a five-minute talk and to listen to peer presentations responsibly; take notes and ask questions.

2 HOURS

Final Exam: Final exam may be composed of two parts: a five to ten minute one-one (instructor-student) interview for speaking evaluation done during finals week and a listening test administered to the class during the final exam period.

METHODS OF INSTRUCTION:

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

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 144

Assignment Description: (8 hours/week) Daily homework may include: presentation preparation, textbook assignments, surveys, interviews, vocabulary memorization, online workbook exercises.

METHODS OF EVALUATION:

Objective examinations

Percent of total grade: 45.00 %

Multiple choice; Completion; matching.

Skill demonstrations

Percent of total grade: 45.00 %

Presentations; oral interview with instructor.

Other methods of evaluation

REPRESENTATIVE TEXTBOOKS:

Becky Tarver Chase. Pathways I Listening, Speaking and Critical Thinking 1A + OLWB SPLIT. National Geographic, 2018.

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

Recommended Other Texts and Materials

Other representative textbooks include: Northstar Listening/Speaking Book 2 and Qskills Listening/Speaking

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: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: C

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000608749

Sports/Physical Education Course: N

Taxonomy of Program: 493086