

Course Outline

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

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE** 11/10/2020

SHORT TITLE: NC INT LISTEN/SPEAK II

LONG TITLE: NC Intermediate ESL Listening, Speaking II

<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 third course in a series of integrated skills courses designed to continue to develop listening, speaking, and pronunciation skills of high-intermediate ESL students. Activities, which include extended listening exercises, open-ended dialogues, pair and group discussions, oral interviews, and oral reports, broaden the students' vocabulary while listening to and speaking in both formal and informal, conversational and academic situations. **PREREQUISITE:** ESL 538 or ESL 738 or ESL 531 or ESL 731 or ESL Assessment Recommendation.

PREREQUISITES:

- Completion of ESL 531, as UG, with a grade of C or better.
- OR
- Completion of ESL 538, as UG, with a grade of C or better.
- OR
- Completion of ESL 731, as NC, with a grade of P or better.
- OR
- Completion of ESL 738, 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 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.

Semester/Year assessed, or planned Semester/Year of assessment: 2017

2. Recognize and use new vocabulary.

Measure of assessment: Aural/oral participation, interviews, role-play, extemporaneous speech, tests and quizzes.

Semester/Year assessed, or planned Semester/Year of assessment: 2017

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

Measure of assessment: Oral presentations.

Semester/Year assessed, or planned Semester/Year of assessment: 2017

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

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

Semester/Year assessed, or planned Semester/Year of assessment: 2017

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

Curriculum Approval Date 11/10/2020 - **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 class goals and objectives; participate in ice-breaking activities; begin course text.

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

12 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 (may be based on a CNN report or suggestion from the textbook). The presentation should include an introduction and conclusion. Review how to summarize main points and how to use reported speech. The cycle ends 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; do research and prepare notes for an oral presentation. Take test successfully.

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 cycle of activities listed previously including proportionate vocabulary, listening, and speaking activities. Review requirements for a short classroom presentation and assign topics based on the textbook chapter's content. Continue listening for stressed words to distinguish important ideas in the passage; recycle and expand on reductions; build on note-taking skills ? listening for transition words as a means to move from one main point to the next; expand on expressions to show feeling. Review requirements for a short presentation (may be based on a suggestion from the textbook). The presentation should include an introduction and conclusion. End cycle with a 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. Do research and prepare notes for an oral presentation. Take test successfully.

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 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; introduce students to tone of voice; 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. The presentation should include an introduction and conclusion.

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. Do research, summarize information, and prepare notes for an oral presentation. Take test successfully.

4 HOURS

CONTENT: Oral presentations.

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

12 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; expand on tone of voice; practice pronunciation of tag questions and linking sounds; find sequence of events in a listening passage; continue outlining skills. Review requirements for a short presentation (may be based on a suggestion from the textbook). The presentation should include an introduction and conclusion.

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. Do research and prepare notes for an oral presentation.

4 HOURS

CONTENT: Oral presentations.

STUDENT PERFORMANCE OBJECTIVES: To be able to both prepare and give a five-minute presentation 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 work, 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:

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 %

Online workbook, conversation group.

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: High Intermediate ESL Verified by: Nicole Cisneros

Chase/Johannsen. Pathways 2: Listening, Speaking, and Critical Thinking with Online Workbook. Heinle Cengage Learning,2018.

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

Reading Level of Text, Grade: High Intermediate ESL 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: High Intermediate ESL 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: B

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000608751

Sports/Physical Education Course: N

Taxonomy of Program: 493086