

Course Outline

COURSE: ESL 744 **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Summer 2020 **CURRICULUM APPROVAL DATE:** 05/12/2020

SHORT TITLE: NC Culture Through Film

LONG TITLE: NC Culture Through Film

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course is designed to practice listening and speaking skills through the use of selected films. The course highlights different intercultural issues and aspects of American culture, and students enhance their listening and speaking skills by means of authentic discourse. Because film provides a real sample of speech in a multi-dimensional experience, ESL learners can experience the language in a more complete manner while analyzing cultural issues. **ADVISORY:** ESL 738, or ESL Assessment Recommendation.

PREREQUISITES:

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

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Identify and explain the main issues presented in each film.

Year assessed, or planned year of assessment: 2018

Semester: Summer

2. Select the correct definition of key vocabulary by using contextual clues in the discourse and making inferences.

Year assessed, or planned year of assessment: 2018

Semester: Summer

3. Analyze discourse used in short and long film segments.

Year assessed, or planned year of assessment: 2018

Semester: Summer

4. Interpret outcomes and aspects of a film and relate them to the student's own native culture and personal experiences.

Year assessed, or planned year of assessment: 2018

Semester: Summer

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

Curriculum Approval Date: 05/12/2020

4 Hours

CONTENT: Students will get an overview of the course and the different activities and strategies that will be employed; they will be re-

introduced to peer work, small group work, and debating. Students will review oral logs through the use of a digital recorder. They will learn

which different native cultures and languages are present in the class and be able to pinpoint the different cultures on a world map.

OUT OF CLASS ASSIGNMENTS: Students will begin digital recordings according to instructor instructions; they will then listen to feedback given by the instructor; they will

research the issues assigned on the Internet to prepare themselves for the first film.

STUDENT PERFORMANCE OBJECTIVES: To demonstrate understanding of the

different activities and strategies that will be used in class; to get

to know the location and general characteristics of the native

countries of the students in the class; to practice using the digital voice

recorder to record and play messages.

9 Hours

CONTENT: Students will be introduced to the first genre of film:

Classics. The instructor will select a movie in this genre, for

example, Casablanca or Notorious, and they will

watch it in segments.

Before watching the movie, students will have class discussion, vocabulary activities, and fact finding research on issues directly

related to the

movie.

While watching the movie, there will be listening comprehension activities for each segment watched. After watching the movie, there will be class discussion and completion of activities using the digital voice recorder for oral and listening practice. This latter activity will focus on critiquing the film.

OUT OF CLASS ASSIGNMENTS:

Students will complete handouts for each segment of the film and work in assigned small groups or individually; they will record comments on specific prompts on a digital recording device for speaking, pronunciation, and listening practice. The instructor will respond to each student's recording.

STUDENT PERFORMANCE OBJECTIVES: To practice speaking skills; to relate issues to personal experiences and different native cultures; to demonstrate and practice the effective use of a dictionary, reference materials, and the Internet; to practice listening skills and locate specific information; to interpret events in the film and demonstrate understanding of the language and the overall meaning of basic issues in the film; to practice speaking and pronunciation skills in a non-academic context.

9 Hours

CONTENT: Students will be introduced to the second genre of film: Racial Conflict. The instructor will select a movie in this genre, for example, *To Kill a Mockingbird* or *A Long Walk Home*, and they will watch it in segments. Before watching the movie, students will have class discussion, vocabulary activities, and fact finding research on issues directly related to the movie. While watching the movie, there will be listening comprehension activities for each segment watched. After watching the movie, there will be class discussion and completion of activities using a digital recording device for oral and listening practice. This latter activity will focus on critiquing the film.

OUT OF CLASS ASSIGNMENTS: Students will complete handouts for each segment of the film and work in assigned small groups or individually; they will record comments on specific prompts on their digital recording device for speaking, pronunciation, and listening practice. The instructor will respond to each student's recording.

STUDENT PERFORMANCE OBJECTIVES: To practice speaking skills; to relate issues to personal experiences and different native cultures; to demonstrate and practice the effective use of a dictionary, reference materials, and the

Internet; to practice listening skills and locate specific information; to interpret events in the film and demonstrate understanding of the language and the overall meaning of basic issues

in the film; to practice speaking and pronunciation skills in a non-academic context.

9 Hours

CONTENT: Students will be introduced to the third genre of film: Male/Female Relationships. The instructor will select a movie in this genre, for example, Kramer vs. Kramer or When Harry Met Sally, and they will watch it in segments. Before watching the movie, students will have class discussion, vocabulary activities, and fact finding research on issues directly related to the movie. While watching the movie, there will be listening comprehension activities for each segment watched. After watching the movie, there will be class discussion and completion of activities using the digital voice recorder for oral and listening practice. This latter activity will focus on critiquing the film.

OUT OF CLASS ASSIGNMENTS: Students will complete handouts for each segment of the film and work in assigned small groups or individually; they will record comments on specific prompts on their digital voice recorder for speaking, pronunciation, and listening practice. The instructor will respond to each student's recording.

STUDENT

PERFORMANCE OBJECTIVES: To practice speaking skills; to relate issues to personal experiences and different native cultures; to demonstrate and practice the effective use of a dictionary, reference materials, and the Internet; to practice listening skills and locate specific information; to interpret events in the film and demonstrate understanding of the language and the overall meaning of basic issues in the film; to practice speaking and pronunciation skills in a non-academic context.

9 Hours

CONTENT: Students will be introduced to the fourth genre of film: Cultural Conflict. The instructor will select a movie in this genre, for example, My Big Fat Greek Wedding or House of Sand and Fog, and they will watch it in segments. Before watching the movie, students will have class discussion, vocabulary activities, and fact finding research on issues directly related to the movie. While watching the movie, there will be listening comprehension activities for each segment watched. After watching the movie, there will be class discussion and completion of activities using the digital voice recorder for oral and listening practice. This latter activity will focus on critiquing the film.

OUT OF CLASS ASSIGNMENTS: Students will complete handouts for each segment of the film and work in assigned small groups or individually; they will record comments on specific prompts on their voice recording device for speaking, pronunciation, and listening practice. The instructor will respond to each student's recording.

STUDENT PERFORMANCE OBJECTIVES: To practice speaking skills; to relate issues to personal experiences and different native cultures; to demonstrate and practice the effective use of a dictionary, reference materials, and the Internet; to practice listening skills and locate specific information; to interpret events in the film and demonstrate understanding of the language and the overall meaning of basic issues in the film; to practice speaking and pronunciation skills in a non-academic context.

9 Hours

CONTENT: Students will be introduced to the fifth and last genre of film: War/Politics. The instructor will select a movie in this genre, for example, Gone with the Wind or All the President's Men, and they will watch it in segments. Before watching the movie, students will have class discussion, vocabulary activities, and fact finding research on issues directly related to the movie.

While watching the movie, there will be listening comprehension activities for each segment watched. After watching the movie, there will be class discussion and completion of activities using the digital voice recorder for oral and listening practice. This latter activity will focus on critiquing the film.

OUT OF CLASS ASSIGNMENTS: Students will complete handouts for each segment of the film and work in assigned small groups or individually; they will record comments on specific prompts on their voice recorder for speaking, pronunciation, and listening practice. The instructor will respond to each student's recording.

STUDENT

PERFORMANCE OBJECTIVES: To practice speaking skills; to relate issues to personal experiences and different native cultures; to demonstrate and practice the effective use of a dictionary, reference materials, and the Internet; to practice listening skills and locate specific information; to interpret events in the film and demonstrate understanding of the language and the overall meaning of basic issues in the film; to practice speaking and pronunciation skills in a non-academic context.

3 Hours

CONTENT: Students will choose an issue presented in the films from among a list prepared by the instructor; they will analyze and discuss the issue giving their opinion and referencing it with information in one of the films. They can also select an issue on their own and discuss it in relation to one of the films or select their favorite film and explain what appealed to them and why. Either of these activities will involve class discussion, group work, and oral and listening practice via digital voice recorder.

OUT OF CLASS ASSIGNMENTS: Students will record comments on audio recorder. The goal of these activities is to review and evaluate the films watched.

STUDENT PERFORMANCE OBJECTIVES: To discuss and explain an opinion; to support an opinion; to identify basic ideas; to criticize and categorize films.

2 Hours

Final exam

METHODS OF INSTRUCTION:

Films will be presented and discussed sequentially so that one aids in the comprehension of the next. Students discuss and research issues and key vocabulary; they watch segments of the film and listen for specific information; they discuss and critique the film; they record their opinions and get instructor feedback.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 30.00 %

30% - 40% Written homework

Objective examinations

Percent of total grade: 30.00 %

30% - 40% Multiple choice; True/false; Matching items; Completion

Other methods of evaluation

Percent of total grade: 30.00 %

30% - 40% Digital voice recordings.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours:

Assignment Description: Response journals.

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks

Instructor Handouts..

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: L

Noncredit Category: A

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: D

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 3

Minimum Hours: 3

Course Control Number: CCC000583904

Sports/Physical Education Course: N

Taxonomy of Program: 493086