

**Course Outline**

**COURSE:** ESL 748                      **DIVISION:** 90                      **ALSO LISTED AS:**

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

**SHORT TITLE:** NC LISTEN-SPEAK III

**LONG TITLE:** NC Integrated Listening, Speaking III

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	6	108
		Lab:	0	0
		Other:	0	0
		Total:	6	108

**COURSE DESCRIPTION:**

This is the third in a series of integrated skills courses designed to develop listening, speaking and pronunciation skills of high intermediate ESL students. Activities which include listening exercises, role play, pair work, small and large group discussions, interviews, oral presentations, and pronunciation drills (focused on English sounds, rhythm and intonation) are presented in the context of relevant, contemporary, and intellectually challenging themes. This course is designed especially for students with academic objectives, but is highly appropriate for students with personal language goals as well. **PREREQUISITE:** ESL 738 or ESL Assessment Recommendation

**PREREQUISITES:**

Completion of ESL 738, as NC, with a grade of P or better.

OR

Score of 1 on Intermediate II

**COREQUISITES:**

**CREDIT STATUS:** N - Non Credit

**GRADING MODES**

N - Non Credit

**REPEATABILITY:** R - Course may be repeated

Maximum of

**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: Large and small group discussions, classroom exercises, pair work, quizzes and tests

Year assessed, or planned year of assessment: 2017

2. Recognize and use new vocabulary and idioms.

Measure of assessment: Participation in group discussions, peer interviews, role-play, extemporaneous speech, quizzes

Year assessed, or planned year of assessment: 2017

3. Correctly use English intonation patterns.

Measure of assessment: Discussion of aural passage with a partner, small group and whole class; quizzes and tests

Year assessed, or planned year of assessment: 2017

4. Demonstrate ability to articulate English vowel and consonant sounds.

Measure of assessment: Pair work, discussions, interviews, extemporaneous speeches, oral presentations

Year assessed, or planned year of assessment: 2017

5. Demonstrate ability to distinguish syllables and use syllable stress, so that meaning is clearly understood.

Measure of assessment: Multiple choice quizzes, class discussions

Year assessed, or planned year of assessment: 2017

6. Demonstrate ability to do guided research for use in oral presentations.

Measure of assessment: Oral presentation

Year assessed, or planned year of assessment: 2017

7. Demonstrate fluency of spoken English in class presentations, discussions, and extemporaneous speeches.

Measure of assessment: Oral presentations, class discussions

Year assessed, or planned year of assessment: 2017

8. Demonstrate the ability to succinctly summarize aural passages, and apply note-taking skills to level-appropriate material.

Measure of assessment: Performance of note-taking, pair/small group discussion, quizzes

Year assessed, or planned year of assessment: 2017

9. Express and defend opinions, and ask and answer questions about personal preferences.

Measure of assessment: Partner work, small and large group discussions, extemporaneous speech, oral presentations

Year assessed, or planned year of assessment: 2017

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

Curriculum Approval Date: 11/10/2020 - **DE MODIFICATION ONLY**

6 Hours

Content: Learn about class objectives, participate in ice-breaking activities; give a self-introduction to the class; skim and scan the textbook, (possibly begin the first unit). Review and practice note taking skills, troublesome consonant and vowel sounds such as [b] and [v], [th], [ch] and [sh], [y] [j], [h] and [iy] as in "beat" and [i], as in "bit", [ey] as in "taste" and [e], as in "test".

Student Performance Objectives (SPO): Students will state the objectives of the class; meet fellow students; take notes; demonstrate improved pronunciation of English sounds.

Out-of-Class Assignments: Study assigned parts of the textbook, prepare self-introduction, practice sounds reviewed in class.

14 Hours

Content: Following the framework of a theme in the textbook, such as "Lifestyles Around the World," students will complete a cycle of listening, speaking and pronunciation activities, beginning with a focus on listening activities and strategies, including listening for the main idea, specific information, details, making inferences, predicting outcomes, deciphering words spoken with reduced pronunciation, identifying chronology, summarizing aural passages, and using abbreviations and symbols while taking notes. Complete this part of the cycle with a comprehension check, working with a partner, in small groups, and/or whole class discussions. The next part of the cycle will focus on speaking activities and pronunciation practice in pairs, small groups or whole class. This requires use of new vocabulary and idioms, expressing feelings, expressing and defending opinions, and asking and answering questions about personal preferences. Pronunciation strategies include minimal pair practice and other drills for reviewing, contrasting and practicing difficult sounds in English. Syllable distinction and stress will also be reviewed and practiced. (INteresting, FORTunate, compPUter, reFRIGerator). Explain requirements for giving a short CNN presentation for which students find an article on the CNN website, summarize it, and present a report to the class. The cycle can be completed with extended listening and pronunciation practice using audiovisual material, such as, film clips, news clips and songs. Computer software can also be used if available. The two-week cycle ends with a listening and pronunciation test.

Student Performance Objectives (SPO): Use new vocabulary; demonstrate improved comprehension skills when listening for the main idea, specific information, details and inferences; predict conclusions of aural passages and identify chronology/ relate listenings to personal values; decipher words spoken with reduced pronunciation; express and defend opinions; ask and answer questions about personal preferences; demonstrate improved pronunciation of consonant and vowel sounds practiced in class; take notes; prepare and practice delivery of the CNN report; demonstrate skills learned by taking a listening and pronunciation test.

Out-of-Class Assignments: Prepare the CNN presentation and practice delivery; study for the test; additional short assignments from the textbook will also be given.

12 Hours

Content: Presentation of CNN reports; ask and answer questions, take notes on classmates' reports. Follow the framework of a new theme in the textbook, such as "Jobs and "Professions," and complete the activities listed in the previous cycle, recycling different pronunciation targets. The cycle will end with a listening and pronunciation test.

Student Performance Objectives (SPO): Present CNN speeches, demonstrate improved listening comprehension and pronunciation, summarize aural passages, and take notes.

Out-of-Class Assignments: Study for the test, work on assignments from the text and/or relevant websites which reinforce in-class activities.

12 Hours

Content: Following a new theme in the textbook, such as "Education and Student Life," students will complete a cycle of listening, speaking and pronunciation activities listed in previous cycles. Continue practicing note taking skills and summarizing aural passages; practice intonation patterns of "WH" Questions and "Tag" Questions ("You don't mean it, do you?"). Review and discuss requirements for the first oral presentation. The recommended topic is a report on a U.S. state. The cycle ends with a listening and pronunciation test.

Student Performance Objectives (SPO): Prepare a five- minute presentation on a state in the U.S; demonstrate improved pronunciation and intonation patterns, particularly of "wh" and "tag" questions. Use

new vocabulary and idioms; demonstrate improved comprehension of listening skills, including ability to predict outcomes of aural passages. Demonstrate skills learned in class by taking a listening and pronunciation test.

Out-of-Class Assignments: Study for the test, prepare and practice delivery of the first major oral presentation.

6 Hours

Content: : Students will present their first oral report, classmates will ask questions, and take notes on the presentations.

Student Performance Objectives (SPO): Give a five- minute oral presentation, take notes while listening to peer presentations, and ask and answer questions.

Out-of-Class Assignments: Watch a television program or a movie, prepare a summary, practice delivery of reports.

12 Hours

Content: Present a short summary of a movie or television program, classmates take notes on the reports and ask questions. Following the framework of a new unit in the textbook, such as "Ceremonies Around the World," repeat the listening, speaking and pronunciation activities listed in previous cycles. Recycle, review, and practice pronunciation targets such as contractions, reductions, word stress, syllable stress, intonation to express feelings; "wh" and "tag" question intonation, pronunciation of regular, past tense verbs, and teens/tens (13/30, 14/40). Begin practicing stress patterns of compound nouns (animal trainer, salesclerk), adjectives followed by nouns (professional shopper, good pay). The cycle can be completed with extended listening and pronunciation practice using audiovisual material and computer software, if available. The two week cycle ends with a listening and pronunciation test.

Student Performance Objectives (SPO): To give a summary of a TV program or movie to the class, ask and answer questions, and take notes; use new vocabulary and idioms; demonstrate improved comprehension skills when listening for the main idea, specific information, details, and inferences; demonstrate ability to predict conclusions in aural passages, identify chronology, relate passages to personal values; decipher words spoken with reduced pronunciation; express and defend opinions; ask and answer questions, demonstrate improved pronunciation of stressed words, contractions, reduced forms, and , and intonation patterns practiced in class. Demonstrate skills learned by taking a listening and pronunciation test.

Out-of-Class Assignments: Homework assignments from the textbook and/or relevant websites will be given. Study for the test.

14 Hours

Content: : Following the framework of a new unit in the textbook, such as "The Art of Storytelling," students will complete a cycle of listening, speaking and pronunciation activities listed in previous cycles. During this cycle, practice pronunciation of linking sounds, "help us," "lived in," "short time." Recycle/review/practice pronunciation of difficult vowel and consonant sounds. Continue practicing English intonation patterns, and syllable stress. Discuss requirements for the second oral presentation, including steps to doing research, note taking for the presentation, responsibility to group members, and dividing responsibilities. An individual or a group project is appropriate. The instructor will select a general category of topics for students to choose from such as plants or animals. A suggested general topic for a group project is "Major problems in the U.S". Each small group can report on issues like domestic violence or the healthcare system or narrow the general topic to a topic like "drug abuse in the U.S." and assign specific drugs to different groups, "heroin," or "cocaine" with discussion of history, use, and effects of that substance. The cycle can be completed with extended listening and pronunciation practice using audiovisual material and computer software, if available. The two week cycle ends with a listening and pronunciation test.

Student Performance Objectives (SPO): : Prepare and practice delivery of a 5- minute presentation; use new vocabulary and idioms; predict conclusions in aural passages, identify chronology, relate listenings to personal values, decipher words spoken with reduced pronunciation; demonstrate improved pronunciation of stressed words, contractions, reduced forms; use and demonstrate understanding of linked sounds, demonstrate improved pronunciation of vowels and consonants practiced in class, demonstrate skills learned by taking a listening and pronunciation test.

Out-of-Class Assignments: Prepare and practice delivery of the second major oral presentation. Short assignments from the textbook and/or relevant websites will also be given.

6 Hours

Content: Students will present the second oral presentation, ask and answer questions, and take notes on classmates' presentations.

Student Performance Objectives (SPO): Prepare and present a five- minute report, take notes while listening to peer presentations, take notes, and ask and answer questions.

Out-of-Class Assignments: Assignments from the textbook and/or relevant websites will be given.

12 Hours

Content: Following the framework of a new unit in the textbook, such as "How Advertising Effects Our Lives," students will complete a cycle of listening, speaking and pronunciation activities listed in previous cycles .Introduce and practice "contrastive stress": "I usually WASH the dishes" (not dry them". Recycle, review and practice difficult pronunciation targets from previous cycles. Continue practicing to write summaries of aural passages, and note taking skills, focusing on correct placement of ideas in note form to demonstrate comprehension of ideas in aural passages. The cycle can be completed with extended listening and pronunciation practice using audiovisual material, and computer software, if available. The two week cycle ends with a listening and pronunciation test.

Student Performance Objectives (SPO): Correctly use new vocabulary and idioms; demonstrate improved comprehension skills when listening for the main idea, specific information, details and inferences; predict outcomes in aural passages, identify chronology; relate listenings to personal values; demonstrate ability to differentiate ideas when listening/note taking by correctly placing ideas in note form; decipher words spoken with reduced pronunciation; summarize aural passages; express and defend opinions, ask and answer questions about personal preferences; demonstrate improved pronunciation of English sounds and intonation patterns.

Out-of-Class Assignments: Assignments from the textbook and/or relevant websites will be given.

12 Hours

Content: Following the framework of a new unit in the textbook such as "Joking Around" (comparing personal preferences in humor), students will complete a cycle of listening, speaking and pronunciation activities listed in previous cycles. During this cycle, practice pronunciation of linking sounds, "help us," "lived in," "short time." Recycle/review/practice pronunciation of difficult vowel and consonant sounds, and include practice with words ending in [r] such as in "computer." Continue practicing English intonation patterns, and syllable stress. The cycle can be completed with extended listening and pronunciation practice using audiovisual material and computer software, if available. The two-week cycle ends with the final exam, which will be composed of two parts: a five to ten minute "one-on -one" (instructor-student) interview to evaluate speaking skills, and an objective, in-class listening test.

Student Performance Objectives (SPO): Use new vocabulary and idioms; predict conclusions in aural passages, identify chronology, relate listenings to personal values, decipher words spoken with reduced pronunciation; demonstrate improved pronunciation of stressed words, contractions, reduced forms; use and demonstrate understanding of linked sounds, demonstrate improved pronunciation of vowels and consonants practiced in class, demonstrate skills learned by taking the final exam.

Out-of-Class Assignments: Study for the final exam; assignments from the textbook and/or relevant websites will be given.

### **METHODS OF INSTRUCTION:**

Large and small group discussions, pair-work, role-play, peer interviews, pronunciation drills, oral presentations and lecture.

### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours:

Assignment Description: Textbook assignments, research for presentations, interviews, surveys.

**METHODS OF EVALUATION:**

Skill demonstrations

Percent of total grade: 35.00 %

Skill Demonstrations: Percent range of total grade: 35 % to 45 % Class Performance/s

Objective examinations

Percent of total grade: 50.00 %

Objective examinations: Percent range of total grade: 50 % to 60 % Multiple Choice True/False Matching Items Completion

Other methods of evaluation

Percent of total grade: 50.00 %

Other methods of evaluation: Class participation, partner work, group work Percent range of total grade: 5 % to 15 %

**REPRESENTATIVE TEXTBOOKS:**

Recommended Representative Textbooks

Margaret Brooks. Q: Skills for Success Listening and Speaking - Book 2. Oxford University Press, 2015.

Or other appropriate college level text

ISBN: 978-19-481872-8 (possibly ask for a split edition)

**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: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000593280

Sports/Physical Education Course: N

Taxonomy of Program: 493086