

### Course Outline

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

**TERM EFFECTIVE:** Spring 2023                      **CURRICULUM APPROVAL DATE:** 03/14/2023

**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

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Out of Class Hrs: 216.00

Total Learning Hrs: 324.00

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**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 99 Times

**SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

**STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Demonstrate fluency of spoken English in class presentations, discussions, and extemporaneous speeches.
2. Apply listening skills such as identifying main ideas and details, making inferences, and understanding new vocabulary in context to level-appropriate aural passages.

**COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Identify key aural information (main ideas, details and inferences) to understand aural passages.
2. Recognize and use new vocabulary and idioms.
3. Demonstrate the ability to succinctly summarize aural passages, and apply note-taking skills to level-appropriate material.
4. Express and defend opinions, and ask and answer questions about personal preferences.
5. Demonstrate ability to do research for use in oral presentations.

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

Curriculum Approval Date: 03/14/2023

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".

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, compUter, 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.

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.

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.

6 Hours

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

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.

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.

6 Hours

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

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 writing 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.

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.

2 Hours

Final Exam - Oral Exam and Listening Comprehension/Vocabulary Exam

**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 216

Assignment Description

Textbook assignments, research for presentations, interviews, surveys, work with ESL software.

**METHODS OF EVALUATION:**

Skill demonstrations

Evaluation Percent 40

Evaluation Description

Skill Demonstrations: Percent range of total grade: 35 % to 45 %

Class Performance/s

Objective examinations

Evaluation Percent 50

Evaluation Description

Objective examinations: Percent range of total grade: 50 % to 60 %

Multiple Choice

True/False

Matching Items

Completion

Other methods of evaluation

Evaluation Percent 10

Evaluation Description

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

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 %

**Recommended Representative Textbooks and Materials:**

Margaret Brooks. Q: Skills for Success Listening and Speaking - Book 2. Oxford University Press,2019.

Reading Level of Text, Grade: Integrated ESL Low Intermediate (From the ESL CB 21 Rubric) Verified by: Nicole Cisneros

Solorzano and Schmidt's 2019 edition of "Northstar Listening and Speaking Book 3", Pearson Longman

Heinle Cengage Learning's 2018 edition of "Pathways: Listening, Speaking, and Critical Thinking - Book 2

**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: C

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000637489

Sports/Physical Education Course: N

Taxonomy of Program: 493086