ESL-1231: ENGLISH AS A SECOND LANGUAGE: SPEAKING AND LISTENING II

Cuyahoga Community College

Viewing: ESL-1231: English as a Second Language: Speaking and Listening II

Board of Trustees:
March 2019

Academic Term:
Fall 2019

Subject Code
ESL - English As A Second Language

Course Number:
1231

Title:
English as a Second Language: Speaking and Listening II

Catalog Description:
Intermediate communication for non-native speakers. Practice communicating by speaking and listening to American English. Develop competence and confidence in listening comprehension, intermediate note-taking, and conversational skills within supportive, structured and non-structured situations. Recognize and produce sounds, rhythm, stress, and intonation patterns at an intermediate level.

Credit Hour(s):
4

Lecture Hour(s):
3

Lab Hour(s):
2

Requisites

Prerequisite and Corequisite
ESL-1110 English as a Second Language: Grammar for Communication I, and ESL-1121 English as a Second Language: Reading and Writing I, and ESL-1131 Speaking English as a Second Language I; or placement by ESL assessment exam; and ESL-1210 English as a Second Language: Grammar for Communication II, or concurrent enrollment.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):

Interpret spoken American English and differentiate between facts and opinions in structured situations.
Objective(s):
1. Use pre-listening strategies to prepare for active listening in structured and non-structured situations.
2. Formulate relevant questions, and demonstrate the ability to respond orally to Yes/No, Wh-, and Or questions.

Course Outcome(s):
Apply intermediate level note-taking skills in supportive and structured situations.

Objective(s):
1. Use indentation, abbreviations, symbols, and outlining.
2. Recognize introductions and signal words for similarities/differences, cause/effect, examples, classification, paraphrases, and digressions as predictors of content.
3. Recognize transitions as cues to topic change and organization.
4. Recognize words and phrases that indicate conclusion.

Course Outcome(s):
Use intermediate level fluency in oral communication.

Objective(s):
1. Recount a narrative using correct grammatical structures and vocabulary for the specific topic.
2. Formulate appropriate oral Yes/No, Wh-, and Or questions in conversations.
3. Formulate appropriate oral responses to Yes/No, Wh-, and Or questions in conversations which are grammatically correct for the meaning.
4. Employ appropriate "filler" strategies while formulating responses in conversation.
5. Ask for clarification.
6. Articulate at an intermediate level.
7. Speak with intermediate level fluency.
8. Read intermediate level texts aloud.
9. Relate facts and express and support opinions with intermediate level fluency in structured situations.
10. Use conversation starters appropriately.
11. Continue conversations with appropriate follow-up questions and statements.
12. End conversations appropriately.
13. Interrupt appropriately.
14. Apply grammatical rules appropriate to the level in oral communication activities, both for practice and for graded activities.

Course Outcome(s):
Use intermediate level American English vowel and consonant sounds, stress, rhythm, and intonation patterns.

Objective(s):
1. Produce American English sounds clearly in isolation and within words and sentences in structured situations.
2. Differentiate and produce contrasting American English vowel and consonant sounds.
3. Recognize and produce appropriate stress patterns in words.
4. Recognize and produce correct rhythm patterns for thought groups and sentences in structured situations.
5. Recognize and produce appropriate intonation patterns in phrases and sentences in structured and non-structured situations.
6. Draw stress marks and intonation pattern lines that visually depict correct intonation patterns.

Course Outcome(s):
Use intermediate level strategies to self-correct in articulation, pronunciation, and conversation.

Objective(s):
1. Self-correct in articulation.
2. Self-correct in pronunciation.

Methods of Evaluation:
1. Written and oral exercises in the designated speech text
2. Audio/video recordings and group projects
3. Quizzes, tests, and examinations
4. Language Log

Course Content Outline:

1. Pre-listening strategies
   a. Purpose for listening
   b. Prior knowledge to predict content and identify appropriate listening strategies

2. Listening strategies for interpreting spoken American English and differentiating between facts, inferences, and opinions.
   a. Listening for main ideas
   b. Listening for context clues
   c. Predicting
   d. Drawing inferences
   e. Summarizing
   f. Listening for details
   g. Recognizing cognates
   h. Recognizing word-order patterns
   i. Recognizing signal words and phrases used for facts vs. opinions

   a. Yes/no and information questions relevant to the topic or scenario
   b. Conversation scripts (predictable oral exchanges)
      i. Expressing interest and surprise
      ii. Contradicting politely
      iii. Expressing likes and dislikes
      iv. Expressing approval and disapproval
      v. Interrupting politely

4. Speaking strategies for relating facts and expressing and supporting opinions.
   a. Conversation scripts (predictable oral exchanges)
      i. Expressing interest and surprise
      ii. Contradicting politely
      iii. Expressing likes and dislikes
      iv. Expressing approval and disapproval
      v. Interrupting politely
      vi. Checking for understanding
   b. Speech acts
      i. Making, accepting, refusing invitations
      ii. Requesting and giving directions
      iii. Asking for, giving, refusing advice
      iv. Apologizing and reconciling
      v. Asking for, offering, or declining help
      vi. Offering congratulations and sympathy

5. Organizational strategies for preparing and delivering Oral presentations
   a. Outlining
   b. Introduction as a predictor of content
   c. Expressions signaling similarities/differences, cause/effect, examples, classification, paraphrases, digressions
   d. Transitions as cues to topic change
   e. Words and phrases that indicate conclusion

6. Intermediate-level note-taking strategies and methods
   a. Indentation, abbreviations, symbols, outlining
   b. Lecture introduction as an expressions signaling similarities/differences, cause/effect, examples, classification, paraphrases, digressions
   c. Transitions as cues to topic change and organization
   d. Words and phrases that indicate conclusion

7. American English vowel and consonant sounds
   a. American English vowel system
      i. Eleven simple vowels
      ii. North American English vowel quadrant
      iii. Vowel length
      iv. Tense vowels vs. lax vowels
   b. American English consonant system
i. Voiced and voiceless stops, fricatives, affricatives, and glides
ii. Nasals and liquids
iii. Beginning and final consonant
iv. Past tense endings
v. "S" endings
vi. Beginning and final consonant clusters

8. American English stress patterns
   a. Syllabic stress in individual words
   b. Rhythm patterns for thought groups and sentences
   c. Intonation patterns in phrases and sentences.

   a. Voicing of consonants
   b. Manner of articulation
   c. Place of articulation
   d. Thought groups
   e. Common expressions and idioms

Resources


**Resources Other**

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