ESL-1331: ENGLISH AS A SECOND LANGUAGE: SPEAKING AND LISTENING III

Cuyahoga Community College

Board of Trustees:
May 2019

Academic Term:
Fall 2019

Subject Code
ESL - English As A Second Language

Course Number:
1331

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

Catalog Description:
High-intermediate communication for non-native speakers. Develop critical listening and speaking skills and strategies, improve pronunciation, and utilize advanced vocabulary and grammatical structures for academic, professional, and social settings. Develop notetaking skills and strategies for academic purposes.

Credit Hour(s):
4

Lecture Hour(s):
3

Lab Hour(s):
2

Requisites
Prerequisite and Corequisite
ESL-1210 English as a Second Language: Grammar for Communication II, and ESL-1221 English as a Second Language: Reading and Writing II, and ESL-1231 Speaking English as a Second Language II; or placement by ESL assessment exam; and, ESL-1310 English as a Second Language: Grammar for Communication III 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.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms. Blackboard accessibility information is available at http://access.blackboard.com.

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 athttp://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 athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):

Analyze aural input in various structured and non-structured academic, professional, and social settings.
Objective(s):
1. Utilize pre-listening strategies.
2. Analyze aural input.
3. Develop individual positions on issues by examining different viewpoints.
4. Recognize main ideas and details, cues, paraphrases, repetition, exemplification, tangential information, context, and prediction.
5. Identify various language functions such as predicting, story-telling, defining a term.
6. Identify connecting themes between two or more sources.
7. Distinguish figurative language from literal language.
8. Identify speaker's purpose, tone, and bias.

Course Outcome(s):
Speak understandable and grammatically correct English in various structured and non-structured academic, professional, and social settings.

Essential Learning Outcome Mapping:
Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):
1. Ask and answer questions using advanced grammatical structures.
2. Formulate sentences using idiomatic expressions and advanced grammatical structures and vocabulary.
3. Explain individual positions on issues.
4. Explain and defend personal opinions.
5. Discuss abstract concepts.
6. Explain information.
7. Use various language functions such as predicting, storytelling, defining a term.
8. Paraphrase, summarize, and synthesize information.
9. Compare/contrast content.
10. Use organizational strategies appropriate to each language function.
11. Use delivery techniques such as posture, hand gestures, eye contact, and vocal variety and volume appropriate to the setting.
12. Demonstrate fluency and accuracy in prepared and extemporaneous speech.
13. Use conversation strategies to start, continue, interrupt, and end conversations appropriately.

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

Objective(s):
1. Produce American English sounds clearly within words and sentences in structured and non-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 and non-structured situations.
5. Recognize and produce appropriate intonation patterns in phrases and sentences in structured and non-structured situations.
7. Draw stress marks and intonation pattern lines that visually depict correct intonation patterns

Course Outcome(s):
Utilize note-taking strategies for academic purposes.

Objective(s):
1. Apply various note-taking strategies and methods.
2. Distinguish between main ideas and supporting ideas.
3. Distinguish between relevant (supporting) details and irrelevant details.
4. Construct notes using key words, phrases, abbreviations, and symbols.
5. Organize notes to distinguish between main ideas and supporting details.
6. Demonstrate competency in one or more note-taking methods.
7. Utilize notes to complete various academic tasks such as answering questions, making inferences, summarizing, paraphrasing and synthesizing.

Methods of Evaluation:
1. Language log
2. Written and oral exercises
3. Audio /video recordings
4. Group projects
5. Group discussions
6. Oral/aural diagnostics, quizzes, tests, and examinations
7. Oral presentation (limit one)
8. Instructor-created assignments
9. Self-assessment
10. One-on-one oral/aural assessment

Course Content Outline:
1. Pre-listening skills for active listening
   a. Purpose for listening
   b. Prior knowledge to predict content and appropriate listening strategies
2. Listening strategies for understanding advanced spoken American English
   a. Listening for main ideas
   b. Listening for details
   c. Listening for context clues
   d. Predicting
3. Listening strategies for differentiating language functions
   a. Identifying literal and figurative language
   b. Identifying signal words and phrases used in language functions
      i. Paraphrase
      ii. Repetition
      iii. Exemplification
      iv. Tangential information
      v. Context
      vi. Prediction
      vii. Facts
      viii. Opinion
   c. Recognizing formal and informal language
4. Speaking strategies for oral communication
   a. Asking and answering questions relevant to topic
   b. Expressing individual positions on issues
   c. Expressing and defending personal opinions
   d. Discussing abstract concepts
   e. Constructing information and explanations
   f. Using language functions such as predicting, storytelling, defining a term
   g. Paraphrasing
   h. Comparing/contrasting
      i. Summarizing
      j. Synthesizing
   k. Preparing and delivering oral presentation
      i. Outlining
      ii. Introduction as attention getting and predictor of content
      iii. Signals for contrast/comparison, exemplification, paraphrase, synthesis, opinion, etc.
      iv. Transitions as cues to topic change
      v. Level- and topic-appropriate vocabulary and terminology
vi. Words and phrases to signal conclusion
vii. Delivery techniques such as posture, hand gestures, eye contact, and vocal variety and volume
i. Self-assessment and self-correction in content, organization, grammar and vocabulary

5. Fluency and accuracy in spoken communication
   a. American English vowels and consonant sounds
   b. Stress, rhythm, and intonation
   c. Thought groups
   d. Simple, compound, and complex sentences
   e. Advanced grammar structures
   f. Level-appropriate vocabulary
   g. Idiomatic expressions
   h. Self-assessment and self-correction in pronunciation and articulation

6. Advanced note-taking of lectures and other academic discourse
   a. Strategies
      i. Organizing
      ii. Labeling
      iii. Summarizing
   b. Methods
      i. Cornell Method
      ii. Outlining
      iii. Charts
      iv. Concept Mapping
      v. Other
   c. Organization of Lectures
      i. Signals for comparisons/contrasts, examples, classification, paraphrase, tangential information, etc.
      ii. Transitions as cues to topic change and lecture organization
      iii. Words and phrases that indicate parts of lecture
   d. Organizational strategies of various language functions
      i. Introductory statements as predictor of content
      ii. Signals for language function
      iii. Transitions as cues
      iv. Words, phrases, and sentence patterns

Resources


**Resources Other**

3. TED Ed https://ed.ted.com/
4. Story Corps https://storycorps.org/
5. NPR https://www.npr.org/