ESL-1530: ENGLISH AS A SECOND LANGUAGE: ACCELERATED SPEAKING & LISTENING II

Cuyahoga Community College

Academic Term:
Fall 2018

Subject Code
ESL - English As A Second Language

Course Number:
1530

Title:
English as a Second Language: Accelerated Speaking & Listening II

Catalog Description:
Accelerated English for non-native speakers. Intermediate to high-intermediate speaking, listening, and note-taking skills. Strategies and practice in oral skills to build fluency, in aural skills to increase comprehension, and in note-taking skills to increase speed and organizational skills.

Credit Hour(s):
4

Lecture Hour(s):
3

Lab Hour(s):
2

Requisites
Prerequisite and Corequisite
ESL departmental approval.

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.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
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 on 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.pdfYou 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):
Listen actively in various structured and non-structured situations: academic, workplace, and social settings.

Objective(s):
1. Use pre-listening strategies to prepare for active listening.
2. Actively question and explore what is heard.
3. Develop individual positions on issues by examining different viewpoints.
4. Listen for organization in lectures, recognizing main ideas and details, cues, paraphrases, repetition, exemplification, tangential information, context, and prediction.
5. Identify various language functions such as predicting, story-telling, and defining a term.
6. Identify connecting themes between two or more sources.
7. Distinguish figurative language from literal language.
8. Interpret speaker’s tone.
9. Develop competency and confidence in listening skills.

Course Outcome(s):
Speak understandable English in various structured and non-structured situations.

Objective(s):
1. Construct questions and responses using complex sentence patterns and appropriate verb tenses.
2. Develop individual positions on issues while understanding the positions of others.
3. Express and defend personal opinions.
4. Discuss abstract concepts.
5. Express and explain information.
6. Relate, paraphrase, summarize, and synthesize information.
7. Compare and contrast content.
8. Formulate sentences using new vocabulary and idiomatic expressions.
9. Self-correct at a high-intermediate level.
10. Integrate listening and speaking skills.
11. Develop high-intermediate level fluency in prepared content and extemporaneous speech.
12. Utilize conversation strategies to start, continue, interrupt, and end conversations appropriately.

Course Outcome(s):
Employ appropriate "filler" strategies while formulating responses in conversation.

Objective(s):
1. Construct and reconstruct oral narrative.
2. Articulate at a high-intermediate level.
3. Read high-intermediate level texts aloud.
4. Assess models, self, and peers.

Course Outcome(s):
Use high intermediate-level American English vowel and consonant sounds, stress, rhythm, and intonation patterns in discussion and extemporaneous speech.

Objective(s):
1. Recognize and produce appropriate stress patterns in words, sentences, and thought groups.
2. Recognize and produce appropriate rhythm patters in phrases and sentences.
3. Recognize and produce appropriate intonation patterns in words, phrases, and sentences.
4. Draw stress marks and intonation patterns that visually depict correct stress and intonation patters.

Course Outcome(s):
Use high-intermediate level fluency.

Objective(s):
1. Recognize and produce contractions and reductions.
2. Recognize and produce effective linking.
3. Use appropriate speed and volume.
4. Recognize and employ pausing.
5. Recognize and employ thought groups.
6. Read high-intermediate materials aloud.

Methods of Evaluation:
1. Language log
2. Written and oral exercises in the designated speech text
3. Audio/video recordings and group projects
4. Quizzes, tests, mid-term, and final examinations
5. Instructor-created assignments
6. Self-assessment
7. Peer feedback
8. Oral/aural diagnostic
9. One-on-one oral/aural assessment

**Course Content Outline:**

1. Pre-listening skills for active listening
   a. Pre-listening strategies
   b. Purpose for listening
   c. Prior knowledge to predict content and appropriate listening strategies
2. Listening strategies for understanding high-intermediate spoken American English
   a. Listening for main ideas
   b. Listening for details
   c. Listening for context clues
   d. Predicting
   e. Active questioning to explore heard content
   f. Developing individual positions on issues through examination of various viewpoints
3. Listening strategies for differentiating language functions
   a. Identifying literal and figurative language
   b. Identifying word-order patterns
   c. 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
   d. Recognizing formal and informal language
   e. Speaker’s tone
4. High-intermediate fluency and pronunciation
   a. Stress and intonation
   b. Thought groups
   c. Sentence patterns
   d. Vocabulary and idiomatic expressions
   e. Self-correction
   f. Targeted sounds to improve individual pronunciation
5. Speaking strategies for communicating high-intermediate spoken American English in academic, workplace, and social settings
   a. Yes/no questions
   b. Information questions relevant to topic
6. Language functions
   a. Defining a term
   b. Story-telling
   c. Expressing individual positions on issues
   d. Expressing and defending personal opinions
   e. Discussing abstract concepts
   f. Constructing and reconstructing information and explanations
   g. Paraphrasing
   h. Comparing/contrasting
   i. Synthesizing
7. Self and peer assessment
8. High-intermediate note-taking of lectures and other academic discourse
a. Strategies
   i. Steps (before, during, after)
   ii. Organizing
   iii. Summarizing
b. Methods
   i. Cornell Method
   ii. Outlining
   iii. Charts
   iv. Concept Mapping
   v. Other

9. Organization and Content of Lectures
   a. Signals for comparisons/contrasts, exemplification, classification paraphrase, tangential information, prediction, paraphrase, etc.
   b. Transitions as cues to topic change and lecture organization
   c. Words and phrases that indicate parts of a lecture

10. Organizational strategies of various language functions
   a. Introductory statements as predictor of content
   b. Signals for language function
   c. Transitions as cues
   d. Words and phrases
   e. Sentence patterns

11. Organizational strategies for preparing and delivering language functions
   a. Outlining
   b. Introduction as attention getting and predictor of content
   c. Signals for contrast/comparison, exemplification, paraphrase, synthesis, opinion, etc.
   d. Transition as cues
   e. Word, phrases, and sentence patterns

Resources


**Resources Other**
1. Beuckens, Todd. English Language Listening Lab online. [http://ello.org](http://ello.org)
2. Davis, Randall. Randall"s ESL Cyber Listening Lab [http://www.esl-lab.com](http://www.esl-lab.com)

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