

Upon successful completion of the course, the student will be able to:

1. identify major problems in his/her pronunciation of English;
2. be able to pronounce these problem sounds correctly;
3. converse effectively on a variety of topics, using appropriate vocabulary and applying knowledge of English grammar;
4. comprehend lectures or conversations in English.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

The course objectives are the same as the student learning outcomes.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

Based on the speaking and listening ability of the student, course content will vary dramatically. Any area relevant to speaking and listening--pronunciation, vocabulary, grammar, listening-- is appropriate course content. The scope of this course will vary, and may include concentrating on specific pronunciation problems; correcting grammar errors and reviewing relevant grammar points; learning new or reviewing correct use of appropriate vocabulary, including both formal and conversational usage; and honing listening skills for both formal situations and informal conversations. Course content is determined by the needs of individual students.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

After discussing with the student his or her goals and after an evaluation of the student's conversation skills, the instructor will decide the appropriate scope of the work. Teaching strategies may include teaching grammatical structures, assigning appropriate pronunciation exercises so that the student may practice the target sounds, explaining and modeling correct vocabulary usage, assigning listening activities, and participating in conversation circles with the student and providing feedback regarding problem areas.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Students must complete the agreed-upon number of appointments and/or conversation circles, must meet with the instructor or instructional aide for a required number of conferences, must complete the number of hours in the center, and must demonstrate progress toward goals specified in the contract with the instructor.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Textbooks or other teaching materials are selected in accordance with the skill level of the student. Sample pronunciation exercises include "Pronunciation Power 1" and "Pronunciation Power 2" (2000) (software which is already available on computers in the center.)

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