College of San Mateo
Course Outline

☐ New Course
☐ Update/No change
☒ Course Revision (Minor)
☐ Course Revision (Major)

Date: June 30, 2010

Department: ESL                                             Number: 845
Course Title: Conversation for Non-native Speakers I       Units: 3.0

Total Semester Hours Lecture: 48.0 Lab: 0.0 Homework: 80.0 By Arrangement: 16.0

Length of Course
☒ Semester-long
☐ Short course (Number of weeks ___)
☐ Open entry/Open exit

Grading
☐ Letter
☒ Pass/No Pass
☐ Grade Option (letter or Pass/No Pass)

Faculty Load Credit (To be completed by Division Office; show calculations.):
Lecture hours per week X number of weeks = FLCs 3 X 16 = 3 FLCs

1. Prerequisite (Attach Enrollment Limitation Validation Form.)
   N/A

2. Corequisite (Attach Enrollment Limitation Validation Form.)
   N/A

3. Recommended Preparation (Attach Enrollment Validation Form.)
   Appropriate skill level as indicated by placement tests and other measures. Students are strongly advised to
   enroll concurrently in ESL 880 or higher course and ESL 855 or higher course, and READ 807. (See attached
   Enrollment Validation Form A.)

4. Catalog Description (Include prerequisites/corequisites/recommended preparation. For format,
   please see model course outline.)
   ESL 845 CONVERSATION FOR NON-NATIVE SPEAKERS I (3) (Pass/No Pass grading.)
   Minimum of 48 lecture hours plus 16 lab hours by arrangement per term. Recommended Preparation:
   Appropriate skill level as indicated by placement tests and other measures. Students are strongly advised to
   enroll concurrently in ESL 880 or higher course, ESL 855 or higher course, and READ 807. Practice in basic
   listening and speaking skills on a range of personal and classroom topics. (Units do not apply toward AA/AS
   degree.)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation. For
   format, please see model course outline.)
Practice in basic listening and speaking skills on a range of personal and classroom topics. Plus minimum of 16 lab hours by arrangement per term. **Recommended Preparation:** appropriate skill level as indicated by placement tests and other measures. Students are strongly advised to enroll concurrently in ESL 880 or higher course, ESL 855 or higher course, and READ 807. Pass/No Pass grading. (Units do not apply toward AA/AS degree.)

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

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

**SPEAKING 1:** maintain a face-to-face conversation on a personal topic, asking and answering questions in complete sentences, and using basic greeting and leave-taking expressions and appropriate non-verbal communication.

**SPEAKING 2:** leave a brief, understandable phone/voicemail message understandable to an attentive listener.

**PRESENTATION:** make a 2 – 3 minute individual presentation about a personal topic, using beginning-level grammar, vocabulary, and organization, pronouncing clearly enough to be understood by an attentive listener.

**LISTENING:** recognize and demonstrate understanding of most of a basic, short, non-academic conversation or presentation, drawing simple inferences and recognizing the speaker’s tone.

**VOCABULARY:** demonstrate understanding and/or use of level-appropriate English vocabulary.

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. In this case, “Same as Student Learning Outcomes” is appropriate here.)

More specifically, students who successfully complete this course will be able to:
- ask and answer questions in complete sentences.
- discuss activities of daily life including, for example, food, meals, and health.
- carry out the spoken tasks in daily life including, for example, ordering from a menu or making an appointment.
- pronounce English clearly enough to be usually understood by an attentive listener when discussing personal/familiar topics.

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, a sample course syllabus with timeline may be attached.)

I. **SPEAKING SLO 1 Skills: Maintain a face-to-face conversation on a personal topic ...**
   A. Language Functions and Grammar in Context
      1. Language for greetings and leave-taking, including appropriate levels of formality
      2. Language for asking and answering questions in complete sentences
      3. Language for addressing a teacher appropriately
      4. Language for following and using appropriate American classroom rules and behaviors
      5. Appropriate vocabulary for discussion
   B. Use of appropriate non-verbal communication (i.e., tone, pause, etc.)
   C. Pronounce English clearly enough to be usually understood by an attentive listener when discussing personal/familiar topics
      1. Use appropriate stress, intonation, pause
      2. Clearly pronounce consonants and vowels
   D. Contexts for discussions. Topics that may be used include (but are not limited to) the following:
      1. Dates/holidays/birthdays/schedules/appointments
      2. Clothing/shopping
      3. Food/meals/ordering
4. Health/parts of the body
5. Family/relationships
6. Work/career
7. Transportation

II. SPEAKING SLO 2 Skills: Leave a brief, understandable phone/voicemail message ...
   A. Leaving simple phone/voicemail message for a teacher
      1. Know the elements of a complete phone/voicemail message
      2. Be able to leave a complete, clear message understandable to an attentive listener
         a. Pronounce first and last names clearly
         b. Use appropriate pauses and emphasis in leaving their phone number
         c. Use appropriate, understandable greeting and close and leave appropriate call-back information
      3. Be able to understand a voicemail message

III. LISTENING SLO Skills: Recognize and demonstrate understanding of most of a basic, short, non-academic (i.e., personal) conversation on a familiar topic ...
   A. Understand the general content of the conversation and be able to answer questions about that content
   B. Draw inferences about such things as relationship of the speakers and speakers’ emotions
   C. Recognize tone of voice (e.g., angry, sad, disappointed, happy, excited, worried)
   D. Understand reductions (such as “wudja,” “cudja,” “where ja,” etc.)

IV. PRESENTATION SLO Skills: Make a 2 – 3 minute individual presentation about a personal topic ...
   (This includes Speaking SLO Skills 1 listed above and the following):
      * basic delivery skills (eye contact, volume, posture, gestures, confidence)
      * organization (simple beginning, middle, end)
      * content (addresses prompt, gives details)
      * level-appropriate vocabulary and grammar
      * clear-enough pronunciation to be easily understood by an attentive listener

V. VOCABULARY SLO Skills: Demonstrate understanding and/or use of level-appropriate English vocabulary.
   * level-appropriate words/idioms are based on selected topics listed above. (Topics may be on a variety of personal and/or school topics; see I.D. above for examples.)

9. Representative Instructional Methods (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.)

Teaching strategies that will assist students in meeting the course objectives listed above include but are not limited to the following:
   1. Activating student schema on the topic that will be discussed by using pictures or short readings.
   2. Introducing vocabulary that will be used in speaking and listening activities (Vocabulary should be introduced in context).
   3. Presenting activities to engage students in conversations with each other and in isolated listening (i.e.: for comprehension of conversations on CD or DVD) and speaking activities.
   4. Listening to and discussing the main ideas and details of a listening on the topic
   5. Introducing language functions that will be used in discussion.
   6. Modeling conversations and having students practice these conversation models.
   8. Providing positive feedback both in class and on written work that encourages fluency and builds confidence.
NOTE: The focus of an ESL 845 speaking activity is to improve students’ overall comprehensibility, with emphasis on pronunciation and vocabulary use. In addition, each class meeting should include both listening and speaking activities, if possible.

Out-of-class assignments:
1. Reading material relevant to the topics that will be discussed in class
2. Determining the meaning of vocabulary words in preparation for listening activities
3. Listening to short audio segments to identify nonverbal clues, such as speaker’s tone, and infer meaning
4. Preparing conversations or presentations (including voicemail messages)
5. Listening to brief audio segments and answering comprehension questions
6. Interviewing/conversing with classmates and/or native speakers of English
7. Completing Hour by Arrangement (lab) activities

In-class assignments/activities:
1. Participating in conversations and discussions \((\text{graded}—\text{to help students understand and use correct language functions and vocabulary} \quad \text{and} \quad \text{non-graded}—\text{to help students improve fluency and confidence})\)
   a. Practicing pronunciation (i.e. consonants, vowels, stress)
   b. Practicing language functions in pairs or in small groups (i.e. introducing a friend or family member, leaving a voicemail, describing hobbies, etc.)
   c. Role-playing contextualized situations
   d. Discussing main ideas, details and opinions of an audio segment
2. Giving presentations on personal and school topics
3. Listening to brief, authentic conversations, news segments or songs and answering comprehension questions
4. Practicing leaving a voicemail message
5. Giving feedback to presenters on strengths and weaknesses of their presentations
6. Taking vocabulary and listening comprehension quizzes
7. Taking quizzes on lab assignments

Hour by Arrangement activities are conducted in the Reading/ESL Center and supervised by a faculty member. The activities may include any combination of the following for a total of 16 or more semester hours:
1. Conversation Practice
   a. Individual Meetings with a faculty or staff member on a variety of speaking topics
   b. Small Group Conversation Circles on personal or school issues (directed by a lab instructor)
2. Listening Activities
   a. Listening practice with comprehension questions at the literal, inferential and applied levels
3. Pronunciation Activities
   a. Computer-based pronunciation lessons, exercises and quizzes (e.g. - Pronunciation Power)
4. Vocabulary Activities
   b. Practice/exercises using contextualized vocabulary related to high beginning-level speaking situations

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.)

Methods of evaluation may include but are not limited to the following:
- participation in class activities (to engage students in conversations/discussions)
- homework/lab assignments (to practice vocabulary related to topics, language functions, listening comprehension and speaking).
- listening and written quizzes (to test mastery of vocabulary, use of language functions and basic listening comprehension skills).
- presentations (to evaluate ability to discuss personal and school topics with reasonable fluency).
• discussions in class (to evaluate ability to use appropriate language functions and vocabulary in an oral context).
• a final exam (to validate listening, speaking, and vocabulary mastery).

NOTE: Evaluation for Level One speaking skills should focus on vocabulary use and fluency.

A student must receive 70% of the total points or more in the course to receive a “PASS.” A possible measurement of students’ progress toward course objectives is as follows:

- Homework/Class Activities/HBA 30%
- Major Speaking/Listening Assignments 30%
- Quizzes/Tests 20%
- Final Exam 20%

The Final Exam should represent at least 20% of a student’s grade and assess each of the skills (Speaking, Listening, Presentation and Vocabulary) indicated by the SLOs.

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


4. For listening lab work:
   - *Connect with English* (free online program)

Prepared by: 

Kristi Ridgway

(Signature)

Kristiane M. Ridgway, Associate Professor, ESL

Email address: ridgwayk@smccd.edu

Submission Date: June 30, 2010 original to COI chairs // August 17, 2010 revised and submitted for signatures

SUPPLEMENTS/ATTACHMENTS:

1. Sample Syllabus (pp. 8-11)
2. Rubrics for Speaking and Presentations (pp. 12-13)
3. Points Covered in ESL Conversation Classes at CSM (pp. 14-15)
SUPPLEMENT #1: Sample syllabus (3 pages):

ESL 845: Conversation I
College of San Mateo ♦ Spring 2010 ♦ MWF 9:10 – 10 a.m. ♦ 16-240
KIRSTI RIDGWAY, ASSOCIATE PROFESSOR
650-574-6686 ♦ ridgwayk@smccd.edu ♦ New Office: 15-148

Recommended Preparation
You should possess the equivalent skill level as indicated by placement testing and other measures. Concurrent enrollment in ESL 825 or higher and ESL 855 is STRONGLY recommended because writing and reading are important English skills.

Please note that the NEW computerized ESL placement test, starting June 2008, may not place students accurately. Your course placement should be verified by an in-class diagnostic test given the first week of class. Based on your diagnostic test result(s), your instructor may strongly recommend that you take a course at a different level.

Course Description
ESL 845, Conversation for Non-native Speakers I, is a high-beginning-level course designed to improve your basic conversation and listening skills on a range of personal and classroom topics.

Student Learning Outcomes
Upon completion of this course, you should be able to:
• maintain a face-to-face conversation on a personal topic, asking and answering questions in complete sentences, and using basic greeting and leave-taking expressions and appropriate non-verbal communication.
• leave a brief, understandable phone/voicemail message understandable to an attentive listener, pronouncing their first and last names clearly, spelling their last names clearly, using appropriate pauses and emphasis in leaving their phone number, and using an appropriate greeting and close.
• make a 2 – 3 minute individual presentation about a personal topic, using beginning-level grammar, vocabulary, and organization, pronouncing clearly enough to be understood by an attentive listener.
• recognize and demonstrate understanding of most of a basic, short, non-academic conversation or presentation, drawing simple inferences and recognizing the speaker’s tone.
• demonstrate understanding and/or use of level-appropriate English vocabulary.

Required Materials/Resources
• Reading/ESL Center folder for lab activities
• an @my.smccd.edu e-mail account (check Websmart for your e-mail address)
• Internet access

Course Requirements
• Speak English.
• Attend and be on time (more than 1 week of unexcused absences may lower your grade).
• Come to class prepared (bring your book, homework, speaking/listening materials).
• Participate and ask questions when you do not understand something.
• Complete and hand in your assignments on time, including all labwork.
• Take all quizzes, the midterm and the final (NO electronic DICTIONARIES!).
• Do your own work; copying from another person or cheating could result in an ‘F.’
• Turn off all pagers, cell phones and other noise-making electronic devices during class.
Homework Assignments

In addition to regular speaking and listening assignments, you will be required to complete your Hour By Arrangement (lab) assignments in the Reading/ESL Center (18-101). Plan to spend about 2 hours on homework for each hour you are in class (10 hours each week for a 5-unit course or 6 hours each week for a 3-unit course) and about one more hour each week in the lab.

Homework is due at the beginning of class even if you are absent. You may use your free homework pass to hand in one homework assignment up to a week late with no penalty. I will also drop your lowest homework score. Other late homework will receive a lower grade and will not be accepted more than one week late.

Be courteous: If you must leave class early, please tell me ahead of time, sit near the door and leave quietly; contact me before class to tell me if you will be absent. Please do not miss more than the equivalent of one week of class. You may e-mail your homework to me, give it to the Bldg. 15 Language Arts secretary or have a classmate turn in your homework for you if you are absent. I do not give make-up quizzes. Get the names and phone numbers of classmates now to help you make up class notes if you miss any classes.

Name ____________________________ Phone/E-mail ______________________________
Name ____________________________ Phone/E-mail ______________________________

Hour By Arrangement

This course has an hour-by-arrangement requirement. The hour by arrangement provides students with the opportunity to enrich their learning beyond class time through a number of activities and materials available in the Reading & ESL Center (18-101) or through instructor-monitored activities outside of the center. The Reading & ESL Center provides support for student speaking and listening needs at many levels: one-on-one conferences with ESL instructors and instructional aides, Conversation Circles, and pronunciation and listening activities on the computers. Instructors may also assign other activities outside the Reading & ESL Center. These supervised activities may include but are not limited to conferring with the classroom instructor, attending cultural event(s), viewing video(s) or television programs, working with classmates on specific lab activities, or interviewing a native speaker of English.

Grades

You will be given a PASS or NO PASS for this course. You must receive 70% of the total points or more in the course to pass based on the following:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Homework/Class Activities</td>
<td>30%</td>
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<tr>
<td>Major Speaking/Listening Assignments</td>
<td>30%</td>
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<td>Quizzes/Tests</td>
<td>20%</td>
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<td>Final Exam</td>
<td>20%</td>
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You are responsible for checking your grade in the class and telling me if you believe there is an error. Keep all of your graded assignments. If you disagree with your semester grade in the class, this is the only way to defend yourself. I update grades every few weeks; ask me to show you your class grade each month.

Important Dates

- Last day to drop with a Partial refund: Mon., Feb. 1
- PRESIDENTS’ DAY (Holiday – no class): Fri., Feb. 12 & Mon., Feb. 15
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<th>Event</th>
<th>Dates</th>
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<tr>
<td>SPRING BREAK (Holiday – no class)</td>
<td>Mon., April 6 - Fri., April 10</td>
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<td>Last day to withdraw with ‘W’</td>
<td>Thurs., April 29</td>
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<td>Last day of class</td>
<td>Fri., May 21</td>
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<td>FINAL EXAM</td>
<td>Wed., May 26, 8:10 – 10:40 a.m.</td>
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<td>1/18 No class – MLK Holiday</td>
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<td>1/25 Begin NS UNIT 1</td>
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<td>5</td>
<td>2/15 No class – Presidents’ Day Holiday</td>
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<td>6</td>
<td>2/22 SPEAKING PROJECT #1</td>
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<td>8</td>
<td>3/8 LAB QUIZ (Units 1-6)</td>
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<td>18</td>
<td>5/17 SPEAKING PROJECT #3</td>
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<td>5/24 Final exams (No classes)</td>
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GENERAL POLICIES AND SERVICES

Plagiarism/Cheating Policy
Dishonesty such as cheating, plagiarism, or knowingly furnishing false information to the College and its officials is prohibited and may lead to appropriate disciplinary action. Talk to your instructor or see the student handbook for specific details.

Disability Policy
If you have a documented disability and need accommodations for this class, please see me as soon as possible or contact the Disability Resource Center (DRC) for assistance. The DRC is located in 16-150. (650) 574-6438; TTY (650) 574-6230.

Support Services

1. **Extended Opportunity Programs and Services (EOPS):** 20-107 (574-6154)
   Support services include: priority registration, counseling, book service, transportation, tutoring, application fee waivers, and peer advising.

2. **Counseling Services:** 1-207 (574-6400)
   Offers assistance in the areas of academic, transfer, and career counseling

3. **Health Services:** 1-226 (574-6396)
   Provides emergency care and first aid; consultation on health problems; referrals to psychologists, physicians, and health or social agencies; drug and alcohol counseling and referral; emergency transportation, health screening for high blood pressure, hearing, vision, TB, pregnancy, and strep; anonymous HIV counseling and testing, nutrition and stress counseling; and immunizations.

4. **Psychological Services:** 1-226 (574-6396)
   Offers confidential individual consultation regarding personal concerns

5. **Writing Center:** 18-104 (574-6436)
   Offers lab courses (e.g. ESL 850) centered on one-on-one tutoring with writing instructors to assist students with writing skills. Grammar and other workshops are available for students enrolled in ESL 850 as well as use of computers and printers.

6. **Reading/ESL Center:** 18-101 (574-6437)
   Offers lab courses (e.g. ESL 849, ESL 895, ESL 896, ESL 897) providing practice in ESL reading and conversation skills with instructors and through individual study.

*Note:* Many other support services are available for CSM students. Check the schedule of classes for more information or ask your instructor for more guidance.
**SUPPLEMENT #2: Grading Rubrics (2 pages):**

ESL 845/Ridgway

Student’s Name: _______________________

Spring 2010

**SPEAKING RUBRIC**

**TOPIC:** __________________________

List of 5 Vocabulary Items/Speaking Structures used: _______________________________

__________________________________________________________________________

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<th>Evaluation of Individual Performance</th>
<th>Strong</th>
<th>Good</th>
<th>Adequate</th>
<th>Weak</th>
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<td><strong>CONTENT</strong></td>
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**Grade:** ___________
PRESENTATION RUBRIC

TOPIC: __________________________

List of 5 Vocabulary Items/Speaking Structures used: _______________________________

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<td>FLUENCY</td>
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<td>Paused/used fillers appropriately most of the time</td>
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<td>Conversed in complete sentences most of the time</td>
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Grade: ___________
## LISTENING AND SPEAKING POINTS COVERED IN ESL CLASSES AT CSM

<table>
<thead>
<tr>
<th>ESL LEVEL</th>
<th>SPEAKING</th>
<th>LISTENING</th>
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| **ESL 845** | High-beginning level skills in:  
  - **Vocabulary** (e.g. — personal and school topics)  
  - **Pronunciation** (e.g. — stress, intonation, pause, basic consonants, vowels)  
  - **Language Functions/Grammar** (e.g. — greetings and farewells, asking and answering questions, food and meals, ordering from a menu, small talk, making appointments, leaving phone mail messages, health information, asking questions, simple and progressive, present and past, “be,” adjectives and adverbs)  
  - **Giving Presentations** (e.g. — basic delivery skills, personal topics, 1-2 minutes) | High-beginning level skills in:  
  - **Conversational Listening** (e.g. — personal and school topics, such as American classroom rules and behaviors, phone mail messages; understanding main ideas and details)  
  - **Recognizing/Interpreting Nonverbal Clues** (e.g. — pitch, tone) |
| **ESL 846** | Low-intermediate level skills in:  
  - **Vocabulary** (e.g. — interests, past experiences, future goals; favorite movies, books, activities; past, present, and future educational experiences/goals; culture shock)  
  - **Pronunciation** (e.g. — stress, intonation, troublesome consonants/clusters/diphthongs)  
  - **Language Functions/Grammar** (e.g. — self introductions, rephrasing questions, asking for clarification, asking for and giving directions, opinions, agreement and disagreement, giving suggestions, asking questions, some verb tenses, adjectives and adverbs)  
  - **Giving Presentations** (e.g. — basic delivery skills, personal topics, 3-4 minutes) | Low-intermediate level skills in:  
  - **Conversational Listening** (e.g. — personal and academic topics, reductions, formal and informal language)  
  - **Academic Listening** (e.g. — short, academic lecture; repeated listening; identifying main ideas and details; note-taking)  
  - **Recognizing/Interpreting Nonverbal Clues** (e.g. — pitch, tone) |
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<tr>
<td>ESL 847</td>
<td>High-intermediate level skills in:</td>
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<td></td>
<td>- <strong>Vocabulary</strong> (e.g. — personal, social, school-related topics and idiomatic expressions)</td>
<td>- <strong>Conversational Listening</strong> (e.g. — personal, social, and/or school-related topics; understanding main ideas and details; reductions, linking, formal and informal language)</td>
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<td>- <strong>Pronunciation</strong> (e.g. — stress, pitch, intonation, troublesome consonants/clusters/diphthongs, word endings: -ed, -s endings, etc.)</td>
<td>- <strong>Academic Listening</strong> (e.g. — academic lecture; repeated listening; identifying main ideas and details; note-taking)</td>
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<td>- <strong>Language Functions/Grammar</strong> (e.g. — maintaining conversations: asking and answering questions, giving suggestions, stating opinions, giving reasons, apologizing, expressing sympathy, concern or annoyance, interrupting politely, requesting clarification or repetition, asking about alternatives, concluding conversations, using fillers (um, well, gee, oh…) and/or using some phrasal or passive verbs)</td>
<td>- <strong>Recognizing/Interpreting Nonverbal Clues</strong> (e.g. — stress, pitch, intonation in words and sentences)</td>
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<td>- <strong>Giving Presentations</strong> (e.g. — delivery skills, variety of topics)</td>
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<td>ESL 848</td>
<td>Advanced level skills in:</td>
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<td>- <strong>Vocabulary</strong> (e.g. — personal, social, school-related and current/controversial topics, idiomatic expressions)</td>
<td>- <strong>Conversational Listening</strong> (e.g. — personal, social, school-related and current/controversial topics; understanding main ideas and details; reductions, linking, formal and informal language)</td>
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<td>- <strong>Pronunciation</strong> (e.g. — stress, pitch, intonation, troublesome consonants/clusters/diphthongs, word endings: -ed, -s endings, etc.)</td>
<td>- <strong>Academic Listening</strong> (e.g. — listening to an academic lecture; repeated listening; identifying main ideas and details; note-taking)</td>
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<td>- <strong>Language Functions/Grammar</strong> (e.g. — maintaining conversations: asking and answering questions, giving suggestions, stating opinions and priorities, giving reasons, apologizing, discussing pros and cons, interrupting politely, expressing concern, requesting clarification or repetition, asking about alternatives; paraphrasing and summarizing; concluding; some verbs, clauses, reported speech, transitions)</td>
<td>- <strong>Recognizing/Interpreting Nonverbal Clues</strong> (e.g. — sentence, word and contrastive stress)</td>
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<td>- <strong>Giving Presentations</strong> (e.g. — delivery skills, variety of topics, debates, 3-5 minutes or longer)</td>
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