

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 846 **TITLE:** Listening and Speaking II
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 16.0-18.0 TBA hours; and 80.0-90.0 Homework hours
Method of Grading: P/NP Only
Recommended Preparation:
Students are strongly advised to enroll concurrently in ESL 826 or higher course and ESL 856 or higher course. Appropriate skill level as indicated by placement test. Appropriate skill level as indicated by placement test.
2. **COURSE DESIGNATION:**
Non-Degree Credit
Basic Skills
Transfer credit: none
3. **COURSE DESCRIPTIONS:**
Catalog Description:
Practice in low-intermediate level listening and speaking skills on a variety of personal and academic topics. (Units do not apply toward AA/AS degree.)
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 1. **SPEAKING 1:** Converse about a variety of personal topics using low-intermediate level vocabulary and expressions and at a low-intermediate level of fluency.
 2. **LISTENING:** Listen to and demonstrate understanding of main ideas and details in low-intermediate level conversations and/or mini-academic lectures.
 3. **PRESENTATION:** *Make a brief presentation about a personal topic using low-intermediate level grammar, vocabulary, organization, and pronouncing clearly enough to be understood by an attentive speaker of English.
 4. **VOCABULARY:** Demonstrate understanding and/or use of level-appropriate English vocabulary.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 1. **SPEAKING:** Converse about a variety of personal topics using low-intermediate level vocabulary and expressions and at a low-intermediate level of fluency
 2. **LISTENING:** Listen to and demonstrate understanding of main ideas and details in low-intermediate level conversations and/or mini-academic lectures.
 3. **PRESENTATION:** Make a brief presentation about a personal topic using low-intermediate level grammar, vocabulary, organization, and pronouncing clearly enough to be understood by an attentive speaker of English.
 4. **VOCABULARY:** Demonstrate understanding and/or use of level-appropriate English vocabulary.
6. **COURSE CONTENT:**
Lecture Content:
 1. Speaking SLO Skills: Converse about a variety of personal topics using low-intermediate level vocabulary and expressions and at a low-intermediate level of fluency.
 - A. Language Functions and Grammar in Context (May include but are not limited to the following:)
 - a. Introductions, asking and re-phrasing questions, asking for and giving directions, stating opinions, agreeing and disagreeing, giving suggestions.
 - b. Using appropriate grammatical/speaking structures, including basic verb tenses and adjectives and adverbs.
 - B. Context for Conversations/Discussions (Topics may include but are not limited to the following:)
 - a. Personal interests; past experiences; future goals; favorite movies; books; activities; educational experiences; culture shock.
 - C. Pronunciation Skills (May include but are not limited to the following:)
 - a. Stress, intonation, troublesome consonants/clusters/diphthongs.
 2. Listening SLO Skills: Listen to and demonstrate understanding of main ideas and details in

low-intermediate level conversations and/or mini-academic lectures.

- A. Conversational Listening: Listening topics may include personal and academic topics discussed in conversations.
 - B. Academic Listening: Listening to short academic lectures of 5 - 10 minutes.
 - C. For both kinds of listening tasks, the process should include all of the following steps:
 - a. Pre-Listening Activities: Discussion Questions, Topic Preview, Vocabulary Preview.
 - b. Listening Activities: Listen to a conversation and/or academic lecture.
 - c. Comprehension Activities: Answer questions regarding the main ideas and details.
 - d. Note-taking Activities: Complete an outline of the academic lecture (for academic listening only, not conversational listening).
3. Presentation SLO Skills: Make a brief presentation about a personal topic using low-intermediate level grammar, vocabulary, organization, and pronouncing clearly enough to be understood by an attentive speaker of English.
- A. Presentation Skills (This includes Speaking SLO skills listed above and delivery and organization.)*
basic delivery skills (eye contact, volume, posture, gestures, confidence).
 - a. Organization (simple beginning, middle, end).
 - b. Content (addresses prompt, gives details).
 - c. Level-appropriate vocabulary and grammar.
 - d. Clear-enough pronunciation to be understood by an attentive native speaker of English.
4. Vocabulary SLO Skills: Demonstrate understanding and/or use of level-appropriate English vocabulary.
- A. Vocabulary
 - a. Level-appropriate words/idioms are based on selected topics listed in Part IB. (Topics may include personal interests; past experiences; future goals; favorite movies; books; activities; past, present, and future educational experiences; culture shock.)

TBA Hours Content:

TBA 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 member on a variety of speaking topics
 - b. Small Group Conversation Circles on personal or school issues (directed by a lab instructor)
 - c. Conversation Partners (discussion between two students who do not speak the same native language).
2. Listening Activities
 - a. Note-taking and listening practice using mini-academic lectures.
 - b. Individual Listening Practice (listening and watching a video series and taking tests to assess comprehension-i.e. Connect w/English video program).
3. Pronunciation Activities
 - a. Computer-based pronunciation lessons, exercises and quizzes (e.g. - Pronunciation Power).
 - b. Poem, Song or TV/Movie Speech Study (the student mimics a native-speaker model practice and recites/records his/her rendition of the poem, song, or passage).
4. Vocabulary Activities
 - a. Practice/exercises using contextualized vocabulary related to low-intermediate level speaking and listening situations.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Discussion
- C. Other (Specify): 1. Activating student schema on the topic that will be discussed 2. Introducing vocabulary that will be used in discussion (Vocabulary should be introduced in context.) 3. Discussing the main ideas and details of a topic 4. Introducing language functions that will be used in discussion 5. Practicing language functions in context in class (i.e. discussion of the topics/role plays)

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- A. Participating in conversations and discussions
 - a. Practicing pronunciation (i.e. stress, intonation, troublesome consonants/clusters/diphthongs)
 - b. Practicing language functions in pairs or in small groups (i.e. introductions, asking for and giving directions, stating opinions, agreeing and disagreeing, giving suggestions, etc.)
 - c. Role-playing contextualized situations

- d. Discussing mini-academic lab lectures
- B. Listening to authentic conversations, news segments, songs, TV shows, poems, and/or lectures (i.e. Northstar Listening and Speaking 2 CDs)
- C. Making presentations on selected topics covered in class
- D. Evaluating presenters on strengths and weaknesses of their presentations
- E. Taking quizzes on textbook topics - vocabulary, listening, and language functions
- F. Taking quizzes on lab assignments (if listening practice is done as a lab activity)

Reading Assignments:

- A. Reading of material relevant to the topics that will be discussed in class

Other Outside Assignments:

- A. Determining the meaning of vocabulary words in preparation for listening activities
- B. Writing out conversations prior to practicing and/or role playing in class
- C. Preparing presentations
- D. Listening to academic lectures and answering comprehension questions and filling in notes (i.e. a lab lecture)
- E. Interviewing/conversing with classmates and/or native speakers of English (i.e. Conversation Partner Activities)

To be Arranged Assignments:

- A. Conversation Practice
 - a. Individual Meetings with a faculty member on a variety of speaking topics
 - b. Small Group Conversation Circles on various topics (these are directed by a lab instructor)
 - c. Conversation Partners (discussion between two students who do not speak the same native language)
- B. Listening Activities
 - a. Note-taking and listening practice using mini-academic lectures (may include answering comprehension questions, main ideas, and/or details)
 - b. Individual Listening Practice (listening and watching a video series and taking tests to assess comprehension-i.e. Connect w/English video program)
- C. Pronunciation Activities
 - a. Computer-based pronunciation lessons, exercises and quizzes (i.e.- Pronunciation Power)
 - b. Poem, Song or TV/Movie Speech Study (the student mimics a native-speaker model practice and recites/records his/her rendition of the poem, song or passage)
- D. Vocabulary Activities
 - a. Practice/exercises using contextualized vocabulary related to low-intermediate level speaking and listening situations

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Group Projects
- D. Homework
- E. Oral Presentation
- F. Quizzes
- G. Methods of evaluation may include but are not limited to: • participation in class activities (to engage students in conversations/discussions) • homework assignments (to practice vocabulary related to topics, grammar or language functions related to topics, or lab assignments) • listening and written quizzes (to test mastery of vocabulary, academic lectures [if used as lab work], and/or language/grammar functions) • presentations (to evaluate ability to organize and present ideas clearly, use vocabulary in context) • 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) A possible measurement of students' progress toward course objectives is as follows: • Participation/Class Activities 10% • Homework and TBA 20% • Quizzes 30% • Presentations 20% • Final exam 20%

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Kissinger, Ellen. *Contemporary Topics 1: Intermediate Listening and Note-Taking Skills*, 2nd or 3rd ed. Pearson Education, 2009
- B. Brooks, Margaret.. *Q: Skills for Success Listening and Speaking 2* , 2nd ed. Oxford University Press, 2015
- C. Frazier, Laurie L. and Robin Mills. *NorthStar Listening and Speaking 2 with My English Lab*, 4th ed. Pearson Education ESL, 2014

Other:

- A. Connect with English: Video Comprehension Book 2, by Michael Berman, McGraw Hill 1998 (Available in the Reading/ESL Center).

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Course Originator: Amy Sobel