

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** ESL 847    **TITLE:** Listening and Speaking III  
**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:** Grade Option (Letter Grade or P/NP)  
**Recommended Preparation:**  
    ESL 846, or appropriate skill level as indicated by placement tests. Students are strongly advised to enroll concurrently in ESL 827 or higher course and ESL 857 or higher course.
  
2. **COURSE DESIGNATION:**  
**Non-Degree Credit**  
**Basic Skills**  
**Transfer credit:** none
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    Practice in high-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:** Discuss and give opinions about a variety of contemporary issues using high-intermediate level vocabulary and expressions.
  2. **LISTENING:** Listen to and demonstrate understanding of main ideas and details in high-intermediate level conversations and/or academic lectures.
  3. **PRESENTATION:** Make a presentation about a contemporary topic using high-intermediate level grammar, vocabulary, organization, and pronounce clearly enough to be understood by a native 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:** Discuss and give opinions about a variety of contemporary issues using high-intermediate level vocabulary and expressions.
  2. **LISTENING:** Listen to and demonstrate understanding of main ideas and details in high-intermediate level conversations and/or academic lectures.
  3. **PRESENTATION:** Make a presentation about a contemporary topic using high-intermediate level grammar, vocabulary, organization, and pronounce clearly enough to be understood by a native speaker of English.
  4. **VOCABULARY:** Demonstrate understanding and/or use of level-appropriate English vocabulary.
  
6. **COURSE CONTENT:**  
**Lecture Content:**
  1. Speaking SLO Skills: Discuss and give opinions about a variety of contemporary issues using high-intermediate-level vocabulary and expressions.
    - A. Language Functions and Grammar in Context (May include but are not limited to the following:)
      - a. maintaining conversations, asking and answering questions, giving suggestions, stating opinions and preferences, giving reasons, apologizing, interrupting politely, communicating needs, expressing concerns and empathy, expressing annoyance, requesting clarification or repetition, asking about alternatives, summarizing, and/or concluding conversations
      - b. using appropriate grammatical/speaking structures
    - B. Context for Conversations/Discussions (Topics may include but are not limited to the following:)
      - a. origin of names, traveling, health, ethical issues, jobs, music, shopping, education, current events
    - C. Pronunciation Skills (May include but are not limited to the following:)
      - a. stress, pitch, intonation, troublesome consonants/clusters/diphthongs, word endings:-ed, -s, reductions, thought groups, and/or linking

2. Listening SLO Skills: Listen to and demonstrate understanding of main ideas and details in high-intermediate-level conversations and/or academic lectures.
  - A. Listening Process
    - 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/or details
    - d. Note-taking Activities: Take notes and/or complete an outline of the academic lecture
3. Presentation SLO Skills: Make a presentation about a contemporary topic using highintermediate-level grammar, vocabulary, organization, and pronounce clearly enough to be understood by a native speaker of English.
  - A. Presentation Skills (This includes Speaking SLO skills listed above and delivery and organization.)
    - a. delivery (eye contact, volume, posture)
    - b. organization (clear signal words to indicate beginning, middle, end)
    - c. content (on topic/developed with examples and explanations)
    - d. level-appropriate vocabulary
    - e. level-appropriate speakng and grammar structures
    - f. clear pronunciation
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 above. (Topics may include origin of names, traveling, health, ethical issues, jobs, music, shopping, current events, and/or education.)

**TBA Hours Content:**

TBA activities are conducted in the Reading and 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 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)
2. Listening Activities
  - a. Note-taking and listening practice using 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 validate comprehension-i.e. Connect w/English video program.)
3. 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)
4. Vocabulary Activities
  - a. computer-based idioms lessons, exercises and quizzes.

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Discussion
- C. Other (Specify): Teaching strategies that will assist students in meeting course objectives listed above include but are not limited to the following: 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:**

- Participating in conversations and discussions
- A. Practicing pronunciation (i.e. linking, stress, intonations, reductions and using fillers and/or thought groups in context)
  - B. Practicing language functions in pairs or in small groups (i.e. giving advice, apologizing, expressing

- sympathy, concern, annoyance, etc.)
- C. Role-playing contextualized situations
- D. Practicing troublesome pronunciation as needed
- E. Discussing academic lab lectures
- A. Listening to authentic conversations, news segments, songs, Ted Talks or other video clips, TV shows, poems, and/or lectures (i.e. Real Talk 1: CDs)
- B. Making presentations on selected topics covered in class
- C. Evaluating presenters on strengths and weaknesses of their presentations
- D. Taking quizzes on textbook topics-vocabulary, listening, and language functions
- E. Taking quizzes on lab assignments (if academic listening practice is done as a lab activity)

**Reading Assignments:**

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

**Other Outside Assignments:**

1. Reading of material relevant to the topics that will be discussed in class
2. Determining the meaning of vocabulary words in preparation for listening activities
3. Writing out conversations prior to practicing and/or role playing in class
4. Preparing presentations
5. Listening to academic lectures and taking notes on them (i.e. a lab lecture)
6. Interviewing/conversing with classmates and/or native speakers of English (i.e. Conversation Partner Activities)
7. Watching a short video in order to summarize and respond orally
8. Visit a student service at CSM and report to class

**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 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 validate 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. computer-based idioms lessons, exercises and quizzes

**9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
  - B. Class Work
  - C. Exams/Tests
  - D. Group Projects
  - E. Homework
  - F. Lab Activities
  - G. Oral Presentation
  - H. Quizzes
  - I. Simulation
  - J. 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, idiom work, or lab assignments) • listening and written quizzes (to test mastery of vocabulary, academic lectures [if used as lab work], and/or language functions) • presentations (to evaluate ability to organize and present ideas clearly) • 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. Ellen Kissinger. *Contemporary Topics 2: Intermediate Listening and Note-Taking Skills*, 2nd or 3rd ed. Pearson Education, 2002
- B. Helen S. Solorzano and Jennifer Schmidt. *NorthStar 3: Listening and Speaking*, 3rd ed. Pearson/Longman, 2009
- C. Lida Baker and Judith Tanka. *Real Talk 1*, ed. Pearson/Longman, 2006
- D. Joann Rishel Kozyrev and Marni Baker Stein. *Think It Over*, ed. Houghton Mifflin, 2001
- E. Michael Berman. *Connect with English: Video Comprehension Book 3*, ed. McGrawHill, 1998

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**Course Originator:** Amy Sobel