

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

1. **COURSE ID:** ESL 848    **TITLE:** Listening and Speaking IV  
**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 Pass/No Pass)  
**Recommended Preparation:**  
    ESL 847, or appropriate skill level as indicated by placement tests. Students are strongly advised to enroll concurrently in ESL 828 or higher course and ESL 858 or higher course.
2. **COURSE DESIGNATION:**  
**Non-Degree Credit**  
**Basic Skills**  
**Transfer credit:** none
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    Advanced practice in speaking, listening, and the use of idiomatic expressions on a range of academic and informal topics.
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.
  2. **LISTENING:** Demonstrate understanding of main ideas and details of an advanced academic lecture.
  3. **PRESENTATION:** Gather and select appropriate information and give an individual or group presentation to the class on a contemporary issue.
  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. ask for and respond to opinions and questions on a variety of academic and/or news topics.
  2. use examples to support opinions.
  3. use appropriate vocabulary to discuss academic topics.
  4. orally summarize the main points of an academic and/or news article.
  5. facilitate a discussion on a controversial topic.
  6. recognize, analyze, and appropriately use idiomatic expressions in both written and oral form.
  7. recognize and demonstrate understanding of the main ideas, details, and inferences of an advanced-level academic lecture.
  8. while listening to an advanced-level academic lecture, compose notes with which the student can identify and differentiate among main ideas, details, and inferences.
6. **COURSE CONTENT:**  
**Lecture Content:**
  1. **SPEAKING SLO Skills:** Discuss and give opinions about a variety of contemporary issues
    - A. Language Functions and Grammar in Context
      - a. Language for asking for and responding to opinions and questions
      - b. Language for introducing examples
      - c. Language for facilitating a discussion
      - d. Language for providing a summary of a news event or controversial issue
      - e. Appropriate vocabulary for discussion
    - B. Contexts for discussions. Topics that may be used include (but are not limited to) the following:
      - a. The Internet and its effects on human society
      - b. The questions of integration and separation, using coed education as the focal point
      - c. The ethical questions surrounding the use of reproductive technology
      - d. The balance between economic might and environmental protection
      - e. The drug war in the U.S.
      - f. Euthanasia
      - g. Homelessness and Panhandling

- h. Ballot initiatives during election sesason
  - i. Body Image
2. LISTENING SLO Skills: Demonstrate understanding of main ideas and details of an advanced academic lecture
- A. Conversational Listening
  - B. Academic Listening
    - a. Review note-taking strategies
      - i.
        - a. Main ideas on the left, examples indented
        - b. Use of symbols and abbreviations
        - c. Writing key/content words with few function words
      - b. Listen to and compose notes for advanced academic lectures (May be used as an activity for TBA requirement.)
    - 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, Review key organizational discourse markers to differentiate between main ideas and examples
3. PRESENTATION SLO Skills: Gather and select appropriate information and give an individual presentation to the class on a contemporary issue (This includes Speaking SLO skills listed above and the following:)
- A. basic delivery skills (eye contact, volume, posture)
  - B. organization (simple beginning, middle, end, uses signal words)
  - C. content (addresses prompt, gives details)
  - D. level-appropriate vocabulary
  - E. level-appropriate grammar control
  - F. clear-enough pronunciation to be easily understood by a native speaker of English
4. VOCABULARY SLO Skills: Demonstrate understanding and/or use of level-appropriate English vocabulary
- A. level-appropriate words/idioms are based on selected topics listed above. (Topics may on a variety of academic and/or news topics; see I.B. above for examples.)

**TBA Hours Content:**

To Be Arranged (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 controversial/current 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 advanced/academic dialogues, discussions and/or lectures (may include answering comprehension questions)
- 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 for practice and recites/records his/her rendition of the poem, song or passage)
- 4. Vocabulary Activities
  - a. computer-based idioms lessons, exercises and quizzes
  - b. practice/exercises using contextualized vocabulary related to advanced-level speaking 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 speaking and listening activities (Vocabulary should be introduced in context) 3. Discussing the main ideas and details of a reading on the topic 4. Listening to and discussing the main ideas and details of a commentary on the topic 5. Introducing language functions that will be used in discussion 6. Practicing language functions in context in class (i.e. discussion of the topic) 7. To-Be-Arranged (TBA) activities

## 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 (graded- to help students understand and use correct language functions and vocabulary- and non-graded - to help students improve fluency and confidence)
  - a. Practicing pronunciation (i.e. stress, intonation, linking, reductions)
  - b. Practicing language functions in pairs or in small groups (i.e. summarizing news events, providing examples to illustrate a point, debating different points of view, etc.)
  - c. Role-playing contextualized situations
  - d. Discussing mini-academic lab lectures
- B. Presentations of idiomatic expressions
- C. Listening to authentic conversations, news segments, songs, TV shows, poems, and/or lectures (i.e. Real Talk 2 CDs)
- D. Presentations of summaries and responses based on topics covered in class
- E. Feedback to presenters on strengths and weaknesses of their presentations
- F. Vocabulary and listening comprehension quizzes
- G. Quizzes on TBA assignments (if academic listening practice is done as a TBA activity)

### Other Outside Assignments:

- A. Determining the meaning of vocabulary words in preparation for listening activities
- B. Reading material that is relevant to topics being discussed in class
- C. Listening for authentic use of idiomatic expressions and analysis of these idioms in written form
- D. Preparing presentations
- E. Listening to academic lectures and taking notes on them (as a TBA assignment)
- F. Listening to authentic language (TED talks, *This American Life*, *Radio Lab*, etc.)
- G. Interviewing/conversing with classmates and/or native speakers of English (i.e. Conversation Partner Activities, visiting other CSM classrooms to listen to authentic lectures, then report main ideas back to ESL class)

### To be Arranged Assignments:

- A. Conversation Practice
  - a. Individual Meetings with a faculty on a variety of speaking topics
  - b. Small Group Conversation Circles on controversial/current issues (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 advanced/academic dialogues, discussions and/or lectures (may include answering comprehension questions)
  - b. Individual Listening Practice (watching a TV program or movie or listening to a radio program, summarizing the main points and providing opinions)
- C. 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 for practice and recites/records his/her rendition of the poem, song or passage)
- D. Vocabulary Activities
  - a. computer-based idioms lessons, exercises and quizzes
  - b. practice/exercises using contextualized vocabulary related to advanced-level speaking situations

## 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/TBA lab 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 summarize and respond to ideas and facilitate a discussion). • 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 and Discussions 20% • Final exam 20%

**10. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Tess Ferree and Kim Sanabria. *Northstar 4 Listening and Speaking*, 3rd ed. Pearson/Longman, 2009
- B. Lida Baker and Judith Tanka. *Real Talk 2*, ed. Pearson/Longman, 2007
- C. David Beglar and Neil Murray. *Contemporary Topics 3*, 4th ed. Pearson, 2016

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**Course Originator:** Amy Sobel