

# College of San Mateo Course Outline

- New Course  
 Update/No change  
 Course Revision (Minor)  
 Course Revision (Major)

Date: June 22, 2010

Department: ESL

Number: 848

Course Title: Conversation for Non-native Speakers IV 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.):

$$\frac{\text{Lecture hours per week} \times \text{number of weeks}}{16} = \frac{\text{FLCs} \times 16}{16} = 3 \text{ FLCs}$$

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.)

Successful completion of ESL 847 or appropriate skill level as indicated by placement tests and other measures. Students are strongly advised to enroll concurrently in ESL 828 or higher course and READ 825 or higher course. (See attached Enrollment Validation Form A.)

4. Catalog Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

ESL 848 CONVERSATION FOR NON-NATIVE SPEAKERS IV (Pass/No Pass or letter grade option)  
Minimum of 48 lecture hours plus 16 lab hours by arrangement per term. **Recommended preparation:** ESL 847 with Pass or grade of C or higher (or appropriate skill level as indicated by placement tests and other measures). Students are strongly advised to enroll concurrently in ESL 828 or higher course and READ 825 or higher course. Advanced practice in conversation, listening, and the use of idiomatic expressions on a range of academic and informal 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.)

Advanced practice in conversation, listening, and the use of idiomatic expressions on a range of academic and informal topics. Plus minimum 16 lab hours by arrangement per term. **Recommended preparation:** successful completion of ESL 847 or appropriate skill level as indicated by placement tests and other measures. Students are strongly advised to enroll concurrently in ESL 828 or higher course and READ 825 or higher course. Pass/No Pass or letter grade option. (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:** \*discuss and give opinions about a variety of contemporary issues.  
**LISTENING:** \*demonstrate understanding of main ideas and details of an advanced academic lecture.  
**PRESENTATION:** \*gather and select appropriate information and give an individual presentation to the class on a contemporary issue.  
**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 for and respond to opinions and questions on a variety of academic and/or news topics.
- use examples to support opinions.
- use appropriate vocabulary to discuss academic topics.
- orally summarize the main points of an academic and/or news article.
- facilitate a discussion on a controversial topic.
- recognize, analyze, and appropriately use idiomatic expressions in both written and oral form.
- recognize and demonstrate understanding of the main ideas, details, and inferences of an academic lecture of 10 to 15 minutes in length.
- while listening to an academic lecture of 10 to 15 minutes in length, compose notes with which the student can identify and differentiate among main ideas, details, and inferences.

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 Skills: Discuss and give opinions about a variety of contemporary issues**

A. Language Functions and Grammar in Context

1. Language for asking for and responding to opinions and questions
2. Language for introducing examples
3. Language for facilitating a discussion
4. Language for providing a summary of a news event or controversial issue
5. Appropriate vocabulary for discussion

B. Contexts for discussions. Topics that may be used include (but are not limited to) the following:

1. The Internet and its effects on human society
2. The questions of integration and separation, using coed education as the focal point
3. The ethical questions surrounding the use of reproductive technology
4. The balance between economic might and environmental protection
5. The drug war in the U.S.
6. Euthanasia

**II. LISTENING SLO Skills: Demonstrate understanding of main ideas and details of an advanced academic lecture**

- A. Conversational Listening
- B. Academic Listening

1. Review note-taking strategies
  - a. Main ideas on the left, examples indented
  - b. Use of symbols and abbreviations
  - c. Writing key/content words with few function words
2. Listen to and compose notes for advanced academic lectures of 10 - 15 minutes in length (May be used as an activity for lab requirement.)

For both kinds of listening tasks, the process should include all of the following steps:

- \*Pre-Listening Activities: Discussion Questions, Topic Preview, Vocabulary Preview
- \*Listening Activities: Listen to a conversation and/or academic lecture
- \*Comprehension Activities: Answer questions regarding the main ideas and details, Review key organizational discourse markers to differentiate between main ideas and examples

**III. 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:)**

- \* 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 a native speaker of English

**IV. 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 on a variety of academic and/or news topics; see I.B. above for examples.)

NOTE: A "Sample" Course Syllabus with timeline, Chart of Teaching Points for all four Conversation levels, and Rubrics are attached.

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 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 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. Hour by Arrangement (lab) activities

**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 for authentic use of idiomatic expressions and analysis of these idioms in written form
4. Preparing presentations
5. Listening to academic lectures and taking notes on them (perhaps as a lab assignment)
6. Interviewing/conversing with classmates and/or native speakers of English (i.e.

## Conversation Partner Activities)

### **In-class assignments/activities:**

1. 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
2. Presentations of idiomatic expressions
3. Listening to authentic conversations, news segments, songs, TV shows, poems, and/or lectures (i.e. Real Talk 2 CDs)
4. Presentations of summaries and responses based on topics covered in class
5. Feedback to presenters on strengths and weaknesses of their presentations
6. Vocabulary and listening comprehension quizzes
7. Quizzes on lab assignments (if academic listening practice is done as a lab activity)

**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 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)
- b. Individual Listening Practice (watching a TV program or movie or listening to a radio program, summarizing the main points and providing opinions)

#### **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

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:

- participation in class activities (to engage students in conversations/discussions)
- homework/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 HBA (lab) 10%
- Quizzes 20%
- Presentations and Discussions 40%
- Final exam 20%

The Final Exam should represent at least 20% of a student's grade and assess each of the course SLOs.

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

A. Textbooks

1. *Raise the Issues*, 2<sup>nd</sup> ed., by Carol Numrich, Pearson/Longman, 2002. (ISBN: 0-201-62100-2).
2. *Northstar 4 Listening and Speaking*, 3rd ed., by Tess Ferree and Kim Sanabria, Pearson/Longman, 2009. (ISBN: 0-13-205677-1).
3. *Real Talk 2* by Lida Baker and Judith Tanka, Pearson/Longman, 2007 (ISBN: 0-13-194096-1).
4. *Talk It Over* by Joann Rishel Kozyrev, 2<sup>nd</sup> ed. Houghton Mifflin, 2002 (ISBN: 0-618-14401-3).

B. Lab Books (students do not need to buy; these are available for student use in the lab)

1. *Contemporary Topics 3*, 2<sup>nd</sup> or 3<sup>rd</sup> ed., by David Beglar and Neil Murray, Pearson/Longman, 2002. (ISBN: 978-0-13-094862-5 (2<sup>nd</sup> ed)/ 978-0-13-234523-1 (3<sup>rd</sup> ed.)).
2. *Learn to Listen; Listen to Learn*, 2nd ed., by Roni Lebauer, Pearson/Longman, 2000 (ISBN: 0-13-919432-0).

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(Signature)

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**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)

# ESL 848: Conversation IV

College of San Mateo ♦ Fall 2008 ♦ M 6:30 – 9:35 p.m. ♦ 16-172

KRISTI RIDGWAY, *INSTRUCTOR*

650-574-6686 ♦ ridgwayk@smccd.edu ♦ Office 17-128

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## Recommended Preparation

You should have completed ESL 847 with a grade of C or higher or possess the equivalent skill level as indicated by placement test. Concurrent enrollment in ESL 828 or higher and READ 825 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 848, Conversation for Non-native Speakers IV, is an advanced-level course designed to improve your conversation and listening skills on a range of academic and informal topics.

## Student Learning Outcomes

Upon completion of this course, you should be able to:

- discuss and give opinions about a variety of contemporary issues,
- demonstrate understanding of main ideas and details of an advanced academic lecture, and
- gather and select appropriate information and give an individual presentation to the class on a contemporary issue, and
- demonstrate understanding and/or use of level-appropriate English vocabulary.

## Required Materials/Resources

- Baker, Lida and Judith Tanka. *Real Talk 2*. White Plains, NY: Pearson Education, 2007.
- Monolingual English dictionary (such as *Longman Dictionary of American English*)
- E-mail account/Internet access (i.e. - *hotmail.com* or *yahoo.com*)

## 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.

Please do not miss more than the equivalent of one week of class. If you are ill or have an emergency, please contact me before class to tell me that you will be absent. 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. Get the names and phone numbers of classmates *now* to help you if you miss class. I do not give make-up quizzes, but talk to me if you have an emergency situation.

_____	_____
Name	Phone/E-mail
_____	_____
Name	Phone/E-mail

If you must leave class early, please tell me ahead of time, sit near the door and leave quietly.

### 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 must successfully achieve 70% of the total points in the course for a passing grade. Your grade is based on the following:

Homework/Attendance/Class Activities	20%
Major Speaking/Listening Assignments	40%
Quizzes/Tests	20%
Final Exam	<u>20%</u>
	100%

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; check them online at:

[www.smccd.edu/accounts/ridgwayk](http://www.smccd.edu/accounts/ridgwayk)

### Important Dates

Last day to drop with a partial refund	Fri., Aug. 29
<u>LABOR DAY (Holiday – no class)</u>	<u>Mon., Sept. 1</u>
VETERANS’ DAY (Holiday – no class)	Mon., Nov. 10
<u>Last day to withdraw with ‘W’</u>	<u>Mon., Nov. 17</u>
THANKSGIVING (Holiday – no class)	Thurs. & Fri., Nov. 27 & 28

Last Day of Class  
**FINAL**

Mon., Dec. 8  
**Mon., Dec. 15, 6:30 – 9:35 p.m.**

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**MAJOR ASSIGNMENTS**  
(TENTATIVE – MAY CHANGE)

<u>Texts</u>	<u>Focus</u>	<u>Important Dates</u>
<b>UNIT 1</b> <b>Family &amp; Culture</b> “Turning Points” <i>(Real Talk 2, Ch. 1)</i>	Speaking Structures: Discussing Decisions Giving Good & Bad News Prioritizing/ Signaling Main Points Reporting Causes & Effects Pronunciation Points: Sentence Stress & Reductions	<b>PRESENTATIONS</b> <b>M 9/22</b>
<b>LAB:</b> <i>(CT 3, Units 1 &amp; 2)</i>	Notetaking: Using Key Words	<b>QUIZ M 9/22</b>
<b>UNIT 2</b> <b>Crime &amp; Politics</b> “Law & Order” <i>(Real Talk 2, Ch. 7)</i>	Speaking Structures: Expressing Feelings First Impressions & Second Thoughts Reporting Information Discussing Advantages & Disadvantages Pronunciation Points: Thought Groups	<b>PRESENTATIONS</b> <b>M 10/27</b>
<b>LAB:</b> <i>(CT 3, Units 3 &amp; 4)</i>	Notetaking: Organizing	<b>QUIZ M 10/27</b>
<b>UNIT 3</b> <b>Financial Matters</b> “In the Money” <i>(Real Talk 2, Ch. 3)</i>	Speaking Structures: Framing Your Argument Restating or Asking for Clarification Counterargument Pronunciation Points: Linking	<b>DEBATE</b> <b>M 12/8</b>
<b>LAB:</b> <i>(CT 3, Units 5 &amp; 6)</i>	Notetaking: Symbols & Abbreviations	<b>QUIZ M 12/1</b>

<b>FINAL EXAM:</b>	<b>Mon 12/8</b> (Listening); <b>Mon 12/15</b> (Speaking & Vocab.)
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**Hour By Arrangement – Reading & ESL Center (18-101)**

You will need to complete 3-4 hours each month (per unit) in the Reading/ESL Center as a part of your Hour By Arrangement. Lab assignments may include but are not limited to the following: attending conversation circles, speaking individually with native English speakers, watching TV programs, improving speaking/listening skills using computer programs (Pronunciation Power, etc.). Please do not get behind in the lab; it is difficult to catch up if you do.

## 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 a variety of lab course and tutoring in reading and conversation

*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 848/Sobel  
Fall 2010

Student's Name: \_\_\_\_\_

**SPEAKING RUBRIC**

TOPIC: \_\_\_\_\_

List of 5 Vocabulary Items/Speaking Structures used: \_\_\_\_\_

<b>Evaluation of Individual Performance</b>	<b>Strong</b>	<b>Good</b>	<b>Adequate</b>	<b>Weak</b>
<b>CONTENT</b> Addressed the speaking prompt/question  Was informative, thorough and thoughtful				
<b>COMPREHENSIBILITY/ACCURACY</b> (ESL 848 students should be understandable to a non-trained native speaker of English.) <b>Pronunciation</b> Errors:   <b>Grammar</b> Errors:   <b>Vocabulary</b> Errors:				
<b>COMPREHENSION/LISTENING</b> Answered questions (if any) appropriately				
<b>FLUENCY</b> Paused/used fillers appropriately  Conversed in complete sentences				

**Grade:** \_\_\_\_\_



**SUPPLEMENT #3: Points Covered in ESL Conversation Classes (2 pages):**

**LISTENING AND SPEAKING POINTS COVERED IN  
ESL CLASSES AT CSM**

<b>ESL LEVEL</b>	<b>SPEAKING</b>	<b>LISTENING</b>
<b>ESL 845</b>	<p><u>High-beginning</u> level skills in:</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> (e.g. — personal and school topics)</li> <li>• <b>Pronunciation</b> (e.g. — stress, intonation, pause, basic consonants, vowels)</li> <li>• <b>Language Functions/Grammar</b> (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)</li> <li>• <b>Giving Presentations</b> (e.g. — basic delivery skills, personal topics, 1-2 minutes)</li> </ul>	<p><u>High-beginning</u> level skills in:</p> <ul style="list-style-type: none"> <li>• <b>Conversational Listening</b> (e.g. — personal and school topics, such as American classroom rules and behaviors, phone mail messages; understanding main ideas and details)</li> <li>• <b>Recognizing/Interpreting Nonverbal Clues</b> (e.g. — pitch, tone)</li> </ul>
<b>ESL 846</b>	<p><u>Low-intermediate</u> level skills in:</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> (e.g. — interests, past experiences, future goals; favorite movies, books, activities; past, present, and future educational experiences/goals; culture shock)</li> <li>• <b>Pronunciation</b> (e.g. — stress, intonation, troublesome consonants/clusters/diphthongs)</li> <li>• <b>Language Functions/Grammar</b> (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)</li> <li>• <b>Giving Presentations</b> (e.g. — basic delivery skills, personal topics, 3-4 minutes)</li> </ul>	<p><u>Low-intermediate</u> level skills in:</p> <ul style="list-style-type: none"> <li>• <b>Conversational Listening</b> (e.g. — personal and academic topics, reductions, formal and informal language)</li> <li>• <b>Academic Listening</b> (e.g. — short, academic lecture; repeated listening; identifying main ideas and details; note-taking)</li> <li>• <b>Recognizing/Interpreting Nonverbal Clues</b> (e.g. — pitch, tone)</li> </ul>

ESL LEVEL	SPEAKING	LISTENING
ESL 847	<p><u>High-intermediate</u> level skills in:</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> (e.g. — personal, social, school-related topics and idiomatic expressions)</li> <li>• <b>Pronunciation</b> (e.g. — stress, pitch, intonation, troublesome consonants/clusters/diphthongs, word endings: -ed, -s endings, etc.)</li> <li>• <b>Language Functions/Grammar</b> (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)</li> <li>• <b>Giving Presentations</b> (e.g. — delivery skills, variety of topics)</li> </ul>	<p><u>High-intermediate</u> level skills in:</p> <ul style="list-style-type: none"> <li>• <b>Conversational Listening</b> (e.g. — personal, social, and/or school-related topics; understanding main ideas and details; reductions, linking, formal and informal language)</li> <li>• <b>Academic Listening</b> (e.g. — academic lecture; repeated listening; identifying main ideas and details; note-taking)</li> <li>• <b>Recognizing/Interpreting Nonverbal Clues</b> (e.g. — stress, pitch, intonation in words and sentences)</li> </ul>
ESL 848	<p><u>Advanced level</u> skills in:</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> (e.g. — personal, social, school-related and current/controversial topics, idiomatic expressions)</li> <li>• <b>Pronunciation</b> (e.g. — stress, pitch, intonation, troublesome consonants/clusters/diphthongs, word endings: -ed, -s endings, etc.)</li> <li>• <b>Language Functions/Grammar</b> (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)</li> <li>• <b>Giving Presentations</b> (e.g. — delivery skills, variety of topics, debates, 3-5 minutes or longer)</li> </ul>	<p><u>Advanced level</u> skills in:</p> <ul style="list-style-type: none"> <li>• <b>Conversational Listening</b> (e.g. — personal, social, school-related and current/controversial topics; understanding main ideas and details; reductions, linking, formal and informal language)</li> <li>• <b>Academic Listening</b> (e.g. — listening to an academic lecture; repeated listening; identifying main ideas and details; note-taking)</li> <li>• <b>Recognizing/Interpreting Nonverbal Clues</b> (e.g. — sentence, word and contrastive stress)</li> </ul>

