

**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; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Grade Option (Letter Grade or Pass/No Pass)
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
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.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. **SPEAKING:** Speak and give opinions about a variety of topics and 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 mini-academic lectures.
 3. **PRESENTATION:** Make a brief presentation about a current topic or issue using high-intermediate level grammar, vocabulary, and organization; pronounce 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:** Speak and give opinions about a variety of topics and 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 mini-academic lectures.
 3. **PRESENTATION:** Make a brief presentation about a current topic or issue using high-intermediate level grammar, vocabulary, and organization; pronounce 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: Speak and give opinions about a variety of topic and 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 mini-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 brief presentation about a current topic or issue using high-intermediate-level grammar, vocabulary, organization; pronounce 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.)

- 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 speaking 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.)

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:

Writing notes and/or summaries of lectures and authentic sources; writing outlines and drafts of presentations; worksheets about vocabulary and language functions; quizzes on textbook topics.

Reading Assignments:

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

Other Outside Assignments:

A. Listening

- a. Listening to authentic conversations, news segments, songs, TV shows, poems, and/or lectures (i.e. Northstar Listening and Speaking 3 MP3s)
- b. Note-taking and listening practice using mini-academic lectures (may include answering comprehension questions, main ideas, and/or details)

B. Speaking

- a. 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.)
- b. Role-playing contextualized situations
- c. Discussing mini-academic lectures
- d. Writing out conversations prior to practicing and/or role playing in class
- e. Interviewing/conversing with classmates and/or others who do not share the same primary language (i.e. conversation partner activities)
- f. Oral summaries of short, authentic conversations, news segments, songs, TV shows, poems, and/or lectures.
- g. Visiting a student service at CSM and reporting to the class
- h. Conversation practice in the ESL Center
 - i. Individual meetings with a faculty member on a variety of speaking topics
 - ii. Small group conversation circles on various topics (these are directed by a lab instructor)

- C. Presentations on selected topics covered in class
- D. Evaluating presenters on strengths and weaknesses of their presentations
- E. Pronunciation
 - a. Practicing pronunciation (i.e. stress, intonation, troublesome consonants/clusters/diphthongs)
 - b. Computer-based pronunciation lessons, exercises and quizzes
 - c. Poem, song or TV/movie speech study (the student studies the pronunciation of a more fluent speaker and recites/records their own rendition of a poem, song or passage)
- F. Vocabulary
 - a. Determining the meaning and use of vocabulary words in preparation for listening activities
 - b. Practice/exercises using contextualized vocabulary related to low-intermediate level speaking and listening situations
- G. Quizzes and practice quizzes on textbook topics - vocabulary, listening, and language functions

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 20% • Quizzes 30% • Presentations 20% • Final exam 20%

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Kisslinger, E.. *Contemporary Topics 2: 21st Century Skills for Academic Success*, 4th ed. Pearson Education, 2016
- B. Solorzano, H., J. Schmidt. *NorthStar 3: Listening and Speaking*, 5th ed. Pearson/Longman, 2019
- C. Craven, M., K. Sherman, L. Zwier. *Q: Skills for Success Listening and Speaking 3*, 3rd ed. Oxford University Press, 2019

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Course Originator: Evan Kaiser