

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 845 **TITLE:** Listening and Speaking I
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: Pass/No Pass Only
Recommended Preparation:
Appropriate skill level as indicated by placement tests. Students are strongly advised to enroll concurrently in ESL 880 (825) or higher course and ESL 855 or higher course.
2. **COURSE DESIGNATION:**
Non-Degree Credit
Transfer credit: none
3. **COURSE DESCRIPTIONS:**
Catalog Description:
Practice in basic listening and speaking skills on a range of personal and classroom topics.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 1. **SPEAKING:** Maintain a face-to-face conversation on a personal topic, asking and answering questions in complete sentences and using basic greeting and leave-taking expressions and appropriate non-verbal communication.
 2. **PRESENTATION:** Make a 2 - 3 minute individual presentation about a personal topic, using beginning level grammar, vocabulary, and organization, pronouncing clearly enough to be understood by an attentive listener.
 3. **LISTENING:** Recognize and demonstrate understanding of most of a basic, short, non-academic conversation or presentation, drawing simple inferences and recognizing the speaker's tone.
 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 and answer questions in complete sentences.
 2. discuss activities of daily life including, for example, food, meals, and health.
 3. carry out the spoken tasks in daily life including, for example, ordering from a menu or making an appointment.
 4. pronounce English clearly enough to be usually understood by an attentive listener when discussing personal/familiar topics.
6. **COURSE CONTENT:**
Lecture Content:
 1. **SPEAKING SLO Skills:** Maintain a face-to-face conversation on a personal topic ...
 - A. Language Functions and Grammar in Context
 - a. Language for greetings and leave-taking, including appropriate levels of formality
 - b. Language for asking and answering questions in complete sentences
 - c. Language for addressing a teacher appropriately
 - d. Language for following and using appropriate American classroom rules and behaviors
 - e. Appropriate vocabulary for discussion
 - B. Use of appropriate non-verbal communication (i.e., tone, pause, etc.)
 - C. Pronounce English clearly enough to be usually understood by an attentive listener when discussing personal/familiar topics
 - a. Use appropriate stress, intonation, pause
 - b. Clearly pronounce consonants and vowels
 - D. Contexts for discussions. Topics that may be used include (but are not limited to) the following:
 - a. Dates/holidays/birthdays/schedules/appointments
 - b. Clothing/shopping
 - c. Food/meals/ordering
 - d. Health/parts of the body

- e. Family/relationships
 - f. Work/career
 - g. Transportation
2. LISTENING SLO Skills: Recognize and demonstrate understanding of most of a basic, short, nonacademic (i.e., personal) conversation on a familiar topic ...
 - A. Understand the general content of the conversation and be able to answer questions about that content
 - B. Draw inferences about such things as relationship of the speakers and speakers' emotions
 - C. Recognize tone of voice (e.g., angry, sad, disappointed, happy, excited, worried)
 - D. Understand reductions (such as "wudja," "cudja," "where ja," etc.)
 3. PRESENTATION SLO Skills: Make a 2-3 minute individual presentation about a personal topic... (This includes Speaking SLO Skills listed above and the following:)
 - A. basic delivery skills (eye contact, volume, posture, gestures, confidence)
 - B. organization (simple beginning, middle, end)
 - C. content (addresses prompt, gives details)
 - D. level-appropriate vocabulary and grammar
 - E. clear-enough pronunciation to be easily understood by an attentive listener
 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 be on a variety of personal and/or school topics; see I. D. above for examples.)

TBA Hours Content:

Hour by Arrangement activities are conducted in the 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 personal or school issues (directed by a lab instructor)
2. Listening Activities
 - A. Listening practice with comprehension questions at the literal, inferential and applied levels
3. Pronunciation Activities
 - A. Computer-based pronunciation lessons, exercises and quizzes (e.g. - Pronunciation Power)
4. Vocabulary Activities
 - A. Practice/exercises using contextualized vocabulary related to high beginning-level speaking situations

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Individualized Instruction
- E. Other (Specify): 1. Activating student schema on the topic that will be discussed by using pictures or short readings. 2. Introducing vocabulary that will be used in speaking and listening activities (Vocabulary should be introduced in context). 3. Presenting activities to engage students in conversations with each other and in isolated listening (i.e.: for comprehension of conversations on CD or DVD) and speaking activities. 4. Listening to and discussing the main ideas and details of a listening on the topic 5. Introducing language functions that will be used in discussion. 6. Modeling conversations and having students practice these conversation models. 7. Providing positive feedback both in class and on written work that encourages fluency and builds confidence.

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. consonants, vowels, stress)
 - b. Practicing language functions in pairs or in small groups (i.e. introducing a friend or family member, leaving a voicemail, describing hobbies, etc.)
 - c. Role-playing contextualized situations
 - d. Discussing main ideas, details and opinions of an audio segment
- B. Giving presentations on personal and school topics

- C. Listening to brief, authentic conversations, news segments or songs and answering comprehension questions
- D. Practicing leaving a voicemail message
- E. Giving feedback to presenters on strengths and weaknesses of their presentations
- F. Taking vocabulary and listening comprehension quizzes
- G. Taking quizzes on lab assignments

Other Outside Assignments:

- A. Reading material relevant to the topics that will be discussed in class
- B. Determining the meaning of vocabulary words in preparation for listening activities
- C. Listening to short audio segments to identify nonverbal clues, such as speaker's tone, and infer meaning
- D. Preparing conversations or presentations (including voicemail messages)
- E. Listening to brief audio segments and answering comprehension questions
- F. Interviewing/conversing with classmates and/or native speakers of English
- G. Completing Hour by Arrangement (lab) activities

To be Arranged Assignments:

- A. Conversation Practice
 - a. Individual Meetings with a faculty or staff member on a variety of speaking topics
 - b. Small Group Conversation Circles on personal or school issues (directed by a lab instructor)
- B. Listening Activities
 - a. Listening practice with comprehension questions at the literal, inferential and applied levels
- C. Pronunciation Activities
 - a. Computer-based pronunciation lessons, exercises and quizzes (e.g. - Pronunciation Power)
- D. Vocabulary Activities
 - a. Practice/exercises using contextualized vocabulary related to high beginning-level speaking situations

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Homework
- D. Lab Activities
- E. Quizzes
- F. Methods of evaluation may include but are not limited to the following: participation in class activities (to engage students in conversations/discussions); homework/lab assignments (to practice vocabulary related to topics, language functions, listening comprehension and speaking); listening and written quizzes (to test mastery of vocabulary, use of language functions and basic listening comprehension skills); presentations (to evaluate ability to discuss personal and school topics with reasonable fluency); 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). NOTE: Evaluation for Level 1 speaking skills should focus on vocabulary use and fluency. A student must receive 70% of the total points or more in the course to receive a "PASS." A possible measurement of students' progress toward course objectives is as follows: • Homework/Class Activities/TBA 30% • Major Speaking/Listening Assignments 30% • Quizzes and Tests 20% • Final Exam 20% (this should represent at least 20% of a student's grade and assess each of the skills indicated by the SLOs -- Speaking, Listening, Presentation and Vocabulary)

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Tanka, Judith and Paul Most. *Interactions 1: Listening/Speaking*, 6th ed. Cambridge, 2013
- B. Frazier, Laurie. *North Star 1*, 5th ed. Pearson, 2019

Other:

- A. Connect with English (free online program)

Origination Date: November 2021
Curriculum Committee Approval Date: January 2022
Effective Term: Fall 2022
Course Originator: Evan Kaiser