COURSE OUTLINE OF RECORD

Number: ESL G043   TITLE: ESL Listening/Speaking, Level 4

ORIGINATOR: Coast Coast

EFF TERM: Fall 2010

FORMERLY KNOWN AS:

DATE OF OUTLINE/REVIEW:

CROSS LISTED COURSE:

TOP NO: 4930.86

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Use and correctly pronounce learned level-appropriate vocabulary from class listenings in new contexts.
1. use and correctly pronounce learned level-appropriate vocabulary from class listenings in new contexts and discussions on topics.
2. make simple inferences on concrete topics in a level-appropriate text.
3. identify and explain the supporting details for the main idea of a level-appropriate listening text.
4. explain the main idea of a level-appropriate listening text.

COURSE OBJECTIVES:

COURSE CONTENT:

LECTURE CONTENT:

A. Listening
1. Review
   a. outlining and notetaking to support comprehension and study of simplified academic lectures on concrete topics
   b. oral cohesion cues: pronouns, demonstrative pronouns, adjective clauses
   c. intonation, stress and pauses in speech accompanied with verbal or non-verbal cues which support comprehension
   d. vocabulary used in the topics introduced in Level 4
2. Introduce
   a. recognizing and understanding spatial prepositions
   b. recognizing the English sentence rhythm and intonation patterns listed in B.1., below
   c. recognizing courtesy formulas
   d. distinguishing voice patterns and cues used in advertising, news, sit-coms, movies, and talk shows on television
   e. recognizing and differentiating formal/informal diction/slang

B. Speaking and Pronunciation
1. Review
   a. skills introduced in Levels 1, 2, and 3
   b. courtesy formulas
   c. formal and informal group discussions in response to TV, video and films
   d. formal and informal diction
   e. using idiomatic prepositions correctly
   f. English rhythm and intonation patterns, especially as in how they are affected by subordination and coordination as with after, then, before, and most time clauses; and with and, but, so, and with so...that, whenever, although, since; and with transitional devices that distinguish levels of generality, such as who, which, that; and with gerunds as subjects and objects
   g. pronouncing idiomatic combinations in context (hafta, gotta, gonna, etc.)
   h. sentence intonation patterns: statement, question, exclamation
2. Introduce
   a. sentence and tonal patterns
   b. formal and informal diction in social situations
   c. pronunciation of spatial prepositions in context
   d. giving oral reports: formal/informal language, body language, organization of ideas
   e. voice patterns and cues in meanings
   f. outlining and notetaking to prepare and organize short reports on concrete topics
   g. organizing and presenting short reports on concrete topics
   h. transitional devices in reporting information

C. Cultural understanding
1. Introduce
   a. the American school system, the American tax system, campus clubs and involvement, student government, career planning, finding jobs and interviewing, developing plans of action to realize goals, coping with crime, recognizing social stereotypes
METHODS OF INSTRUCTION:

A. Lecture:

B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Textbooks
Daily, students may read passages of the following aloud or listen to them performed:
newspapers
magazines
poetry
short stories
plays
essays
genral interest non-fiction

Out-of-class Assignments

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Writing Assignments

1. In listening, students will regularly:
practice dictation
decipher songs
analyze content from
TV, radio, video, films. CDs, books on tapes and cassettes
short plays and scenes
role plays
telephone recordings
pair discussions
group discussions
formal lectures

2. In speaking and pronunciation, students will regularly:
sing along with songs
recite poems
use cassettes for self-taping and class taping
respond to TV, radio, videos, films
enact games and role plays
perform short scenes and plays
perform choral repetition
describe pictures and events
work in conversation groups
give reports
read aloud
practice minimal pairs, final consonants, inflections, declensions
practice stress and intonation drills
use the telephone
show and tell
METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:

1. In listening
   a. decipher:
      songs presented in cloze format
      a speaker's body language
      chain narratives speeches

   b. respond to:
      speeches through outlining, note taking, inferring, drawing conclusions

2. In speaking and pronunciation

   a. analyze and practice
      a speaker's body language
      chain narratives

   b. respond to simple academic lectures through outlining, and note taking

Required Writing, Problem Solving, Skills Demonstration:

1. In listening, students will regularly:
   practice dictation
   decipher songs
   analyze content from TV, radio, video, films. CDs, books on tapes and cassettes
   short plays and scenes role plays
   telephone recordings
   pair discussions
   group discussions
   formal lectures

2. In speaking and pronunciation, students will regularly:
   sing along with songs
   recite poems
   use cassettes for self-taping and class taping
   respond to TV, radio, videos, films
   enact games and role plays
   perform short scenes and plays
   perform choral repetition
   describe pictures and events
   work in conversation groups
   give reports
   read aloud
   practice minimal pairs, final consonants, inflections, declensions practice stress and intonation drills
use the telephone
show and tell

TEXTS, READINGS, AND RESOURCES:

LIBRARY:
Adequate library resources include:
Comments:

Attachments:
Attached Files