### COURSE OUTLINE OF RECORD

**Number:** ESL G053  
**TITLE:** ESL Listening/Speaking, Level 5

**ORIGINATOR:** Coast Coast  
**EFF TERM:** Fall 2010

**FORMERLY KNOWN AS:**

**CROSS LISTED COURSE:**

**TOP NO:** 4930.86  
**CID:**

**SEMESTER UNITS:** 3.0

**HRS LEC:** 54.0  
**HRS LAB:** 0.0  
**HRS OTHER:** 0.0

**CONTACT HRS TOTAL:** 54.0

**STUDY NON-CONTACT HRS RECOMMENDED:** 108.0

**CATALOG DESCRIPTION:**

This course is the fifth in a series of seven courses. It is a high intermediate discrete-skills course designed to give intensive practice in listening, speaking, and pronunciation. Students will begin elementary guided note taking in response to a variety of simple lectures. Emphasis in speaking is placed on presenting short reports and using a variety of stress and intonation patterns to convey meaning.

**ADVISORY:** ESL G041 and/or concurrent enrollment in ESL G051 and/or ESL G052

**JUSTIFICATION FOR COURSE:**

**PREREQUISITES:**

- GWC Listening Placement Level of 40 or higher.
  or
- ESL G043: ESL Listening/Speaking, Level 4 with a minimum grade of C or better

**COREQUISITES:**

**ADVISORIES:**

**ASSIGNED DISCIPLINES:**

- ESL

**MATERIAL FEE:** Yes [ ] No [X] Amount: $0.00

**CREDIT STATUS:** Noncredit [ ] Credit - Degree Applicable [ ] Credit - Not Degree Applicable [X]

**GRADING POLICY:** Pass/No Pass [X]  Standard Letter [ ]  Not Graded [ ]  Satisfactory Progress [ ]

**OPEN ENTRY/OPEN EXIT:** Yes [ ] No [X]

**TRANSFER STATUS:** CSU Transferable[ ]  UC/CSU Transferable[ ]  Not Transferable[X]

**BASIC SKILLS STATUS:** Yes [X] No [ ]  LEVELS BELOW TRANSFER: 4 levels below transfer level

**CALIFORNIA CLASSIFICATION CODES:** Y - Not Applicable

**NON CREDIT COURSE CATEGORY:** Y - Not applicable, Credit Course

**OCCUPATIONAL (SAM) CODE:** E

**REPEATABLE ACCORDING TO STATE GUIDELINES:** No [X]  Yes [ ]

**NUMBER REPEATS:**

**REQUIRED FOR DEGREE OR CERTIFICATE:** No [X]  Yes [ ]

**GE AND TRANSFER REQUIREMENTS MET:**

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

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1. Use and correctly pronounce learned level-appropriate vocabulary from class listenings in new contexts and discussions on topics.
2. Produce simple short reports organized as description and process.
3. Recognize simple inferences on concrete topics in a level-appropriate listening text.
4. Identify and explain the supporting details for the main idea of a level-appropriate listening text.
5. Explain the main idea of a level-appropriate listening text.

**COURSE OBJECTIVES:**
1. Demonstrate limited ability to take effective notes from level appropriate material.
2. Demonstrate a fair to good ability to make inferences on concrete topics with level appropriate content.
3. Demonstrate consistent ability to decipher main ideas and supporting details from level appropriate content.
4. Demonstrate a fair to good control of past tense in narrations.
5. Demonstrate consistent control of short reports organized as narration, description and process.

**COURSE CONTENT:**

**LECTURE CONTENT:**

A. **Listening**
   1. Review and practice
      a. Recognizing main ideas and specific information used in news, sit-coms, movies, talk shows on radio and television and other selected listening materials
      b. Recognizing simple inferences on a variety of concrete topics with level appropriate content and global context, e.g., Where did this conversation probably take place?
      c. Ordering events
      d. Predicting the meaning of new words from contextual clues
      e. Understanding most conversations on concrete topics
      f. Guided note-taking from concrete topics
   2. Be introduced to
      a. Simple, guided note-taking in response to a variety of simple lectures and short pieces from abstract topics
      b. The development of timelines from lectures
      c. Voice patterns and cues used in radio advertising; speaker's attitude - confidence, surprise, worry, panic, sarcasm/irony
      d. Speaker's attitude: confidence, surprise, worry, panic, sarcasm/irony as reflected in language patterns
      e. Radio broadcasts - practice with discourse without visual clues
   3. Demonstrate
      a. Limited control interpreting levels of diction, suprasegmental signals, and body language in radio and TV speakers
      b. Consistent control recognizing main ideas
         i. Recognizing discrete items, such as prepositions and articles, and incidental details
         ii. Recognizing inflected endings for number and time
         iii. Recognizing cohesive and transitional devices in reports, lectures, news, sit-coms, movies and talk shows on radio and television

B. **Speaking and Pronunciation**
   1. Review and practice
      a. Statement and question intonation patterns
      b. The use of formal and informal diction
      c. Reductions
      d. The correct use of verb tenses in spoken language
      e. The presentation of short reports on concrete topics
      f. The presentation of unscripted reports from note cards
      g. Roleplay on a variety of concrete topics
2. Be introduced to
   a. the presentation of information
   b. the development of fluency in transitional devices in discussions
   c. rhetorical styles: cause and effect, comparison and contrast, example, enumeration
   d. intonation and stress patterns appropriate to the grammar and syntax patterns:
      conjunctive adverbs in simple and compound sentences
   e. subordinate clauses of concession, contrast and purpose
   f. the use of suprasegmental features to add emphasis to sentence structural elements
   g. the restatement of main ideas from college lectures and/or news programs on the radio
   h. the use of formal and informal language to emphasize meaningful points

3. Demonstrate
   a. limited control of
      i. the use of formal or informal diction and in appropriate situations
      ii. Short reports organized as example, reasons and comparison/contrast
   b. consistent control of
      i. intonation and stress patterns appropriate to the grammar and syntax patterns:
         time clauses, passive transformations of S-V-O and S-V-IO-O; all adjective
         clauses; complex and compound sentences
      ii. Short reports organized as narration, description, and process
      iii. Fluency in oral discourse: prepositions of space and time, differentiation of
         formal/informal diction, slang

C. Cultural Understanding
   1. Introduce new vocabulary and syntactic patterns of the cultural patterns introduced in ESL
      G051. For example: changing technology, legal ombudsman, and voting

METHODS OF INSTRUCTION:

A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:
   Reading Assignments
   Textbooks
   Websites
   CDs and cassette for listening

   Out-of-class Assignments

   Writing Assignments
   Making short presentations
   Participating in roleplay dialogs

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration
Demonstration of Critical Thinking:
Logical organizations of ideas in presentations Demonstration of inference and main idea skills in listening Use of appropriate tone, intonation and attitude in roleplay situations

Required Writing, Problem Solving, Skills Demonstration:
Making short presentations Participating in roleplay dialogs

TEXTS, READINGS, AND RESOURCES:
TextBooks:

LIBRARY:
Adequate library resources include:
Comments:

Attachments:
Attached Files