I. Description of Course:

1. **Department/Course:** ESL - 982LS
2. **Title:** Listening and Speaking, Level II
3. **Cross Reference:**
4. **Units:**
   - Lec Hrs: 5
   - Lab Hrs:
   - **Tot Hrs:** 90.00
5. **Repeatability:** Yes Times: Unlimited, Per 55002(c)(4)
6. **Grade Options:** Letter Grade, May Petition for Pass/No Pass (GC)
7. **Degree/Applicability:** Non Credit (N)
8. **General Education:**
9. **Field Trips:** Not Required
10. **Requisites:**
    - **Prerequisite**
      - ESL 981LS Listening and Speaking, Level I or appropriate score on ESL Placement Test
12. **Catalog Description:**
    This non-credit course is designed to develop skills in American English. The course is open to students whose native language is not English. There is practice in the skills of listening and speaking with an emphasis on fluency, vocabulary development, verb tenses, and basic sentence structure. Not applicable to associate degree.

13. **Class Schedule Description:**
    Development of listening and speaking skills in English. Not applicable to associate degree.

14. **Counselor Information:**
    This is a non-transferable, non-associate degree applicable, noncredit course designed for non-native speakers of English who are not at the English 151A level but are above the exit criteria of the Adult School ESL Program.

II. Student Learning Outcomes
The student will:

1. Respond to questions and discuss topics addressed in class and/or related to his/her own life in comprehensible speech.
2. Produce sentences and chunks of discourse in speech of 200-250 words on assigned topics and/or topics of the student's own choosing.
3. Identify main ideas and isolate specific detail in listening passages appropriate for students at this level of English proficiency (Intermediate).
4. Grow in grammatical accuracy of speech and/or be able to recognize and correct some of his/her own speech errors in the process of speaking (self-correction).

III. Course Content:
A. Listening:
1. Identify the main idea in a passage
2. Isolate specific details
3. Identify supporting details
4. Make inferences
5. Make predictions in future content and organization based on material heard
6. Make simple summaries and paraphrases of information from a passage

B. Speaking:
1. Use of main idea to organize spoken passage
2. Development of supporting details for main idea
3. Develop personal vocabulary
4. Develop grammatical fluency and accuracy

C. Grammar--for clear communication
1. Verb Tense (time/aspect)
   a. present; simple, progressive, perfect
   b. past: simple, progressive
   c. future: simple
   d. pronunciation of verb endings (e.g., -s, -es, -ing, -ed)
2. Sentence Structure
   a. noun phrase: article + adjective + noun; noun + of + noun; compound nouns
   b. verb phrase: verb + noun phrase; verb + adverb (time, location, manner)
   c. negation
   d. question formation
   e. tag questions
3. Essential Modal Verbs
   a. can
   b. must, have to
   c. should
   a. would like

D. Additional grammar, as needed
E. Use of simple organizational patterns: narrative, process, descriptive, comparison/contrast

IV. Course Assignments:
A. Reading Assignments
1. Assigned readings from textbook
B. Projects, Activities, and other Assignments
1. Role plays e.g. students act out various types of first impressions
2. Oral interviews e.g. students interview each other about a time they made a bad first impression
3. Oral surveys e.g. students survey friends and family about whether or not they feel parents who let their children eat junk food are irresponsible
4. Oral Presentations e.g. Students use Google Presentations to make a speech about their favorite dish
5. Listening to CD's and various digital audio and video listening resources e.g. English Central videos, Voice of America Special English broadcasts, English
Language Listening Lab audio exercises

6. Discussion Groups e.g. students discuss topics from textbook such as how to make a good first impression

7. VoiceThread Recordings e.g. students record answers to textbook related topics such as do the people of your country eat junk food and if so what types of junk food are popular

C. Writing Assignments
   1. Paragraphs that respond to class discussions or listening passages
   2. Written activities from course text
   3. Written dialogues e.g. students write and act out dialogues using unit vocabulary from the textbook
   4. Reports about interviews and/or surveys

V. Methods of Evaluation:
   A. Listening comprehension tests (SLO 3)
   B. Evaluation of listening comprehension skills through written activities (paragraphs, dialogues and reports) (SLO 3)
   C. Oral Presentations interviews and surveys (SLO 2,4)
   D. Speaking tests (one-on-one interviews with instructor) (SLO 1,4)

VI. Methods of Instruction:
   A. Lecture
   B. Discussion
   C. Demonstration
   D. Audiovisual
   E. Collaborative Learning
   F. Distance Learning
   G. Other
      1. Traditional Classroom

VII. Textbooks:

   Recommended


   Supplemental

VIII. Supplies:

   Approval Date:
   CCC Number:
   TOP Codes:
      4930.86
   C-ID Number: