I. Description of Course:

1. **Department/Course:** ESL - 983LS
2. **Title:** Listening and Speaking, Level III
3. **Cross Reference:**
4. **Units:**
   - Lec Hrs: 5
   - Lab Hrs: 5
   - 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:** May be Required
10. **Requisites:**
    - Prerequisite
    - ESL 982LS Listening and Speaking, Level II or appropriate score on ESL Placement Test

12. **Catalog Description:**
    This noncredit course is designed to develop aural/oral skills in American English for students whose native language is not English. There is practice in the skills of listening and speaking with an emphasis on fluency, comprehension, vocabulary development, verb tenses, beginning notetaking, and intermediate sentence structure. Not applicable to associate degree.

13. **Class Schedule Description:**
    Oral/aural communication skills in idiomatic and academic English. Focus on fluency, comprehension, and vocabulary. Noncredit course.

14. **Counselor Information:**
    This is a non-transferable, non-associate degree applicable, noncredit course designed for non-native English speaking students who have tested into the course by means of the ESL assessment or have completed ESL 182L/S and wish to further improve their English oral/aural communication skills.

II. **Student Learning Outcomes**
   The student will:
   1. Produce sentences and chunks of discourse in speech of 250-350 words in assigned topics with a particular focus on verb tenses, correct word form choice, intermediate level sentence patterns, and subordination and coordination in sentence combining.
   2. Respond to questions and discuss topics addressed in class and or related to his/her own life with increasing comprehensibility.
   3. Identify main ideas and isolate specific details in a variety of types of listening passages including one on one conversations, small group discussions, and short lectures.
4. Successfully accomplish given authentic tasks and projects requiring oral/aural communication skills out in the campus and local community.

III. Course Content:

Listening

A. Identify the main idea in a listening passage
B. Isolate specific details
C. Identify supporting details
D. Make predictions in future content and organization based on material listened to.
E. Make simple summaries and paraphrases of information from a listening passage.
F. Increase vocabulary comprehension
   1. common prefixes (e.g. un, dis, in, im, mis, re, anti, pre, mono, bi, tri)
   2. common suffixes (e.g. tion, ment, er, or, ness, ize, ful, ly, less, able, ible)
   3. common roots (e.g. graph, dict, phono, port, gram, scope)
   4. collocations
      a. adjective + noun (e.g. substantial controversy)
      b. noun + noun (e.g. fishing boat)
      c. verb + adjective + noun (e.g. obtain financial benefits)
      d. verb + adverb (e.g. distribute fairly)
      e. verb + preposition + noun (e.g. get along with a person)

G. Listen and respond appropriately to a variety of listening sources

Speaking

A. Use of main idea to organize oral tasks.
B. Development of supporting details for main idea in oral tasks.
C. Increase personal vocabulary usage (see Listening section)
D. Develop and refine fluency and accuracy in pronunciation of phonemes, words, and sentences, so as to not interfere with message communication.
E. Develop and refine fluency and accuracy with the supra-segmentals including focus, stress, intonation, and rhythm.
F. Develop and refine grammatical fluency in oral tasks, so as not to interfere with message communication.

IV. Course Assignments:

A. Reading Assignments
   1. Assigned readings from the text

B. Projects, Activities, and other Assignments
   1. In class, on campus, and community information gap tasks that require aural/oral skills to complete missing information. (e.g. conducting of surveys, compiling information for an ESL student handbook)
   2. In class, on campus, and community projects that require successful aural/oral communications skills to complete project objectives. (e.g. class presentations, weekly reading of stories to children in the Child Development Center, volunteer work in a Senior Center)
   3. Word pronunciation exercises using speech monitoring software
   4. Speech recognition software assignments
   5. VoiceThread Recordings e.g. students record their answers to textbook related topics such as what makes you attracted to a store window
C. Writing Assignments
   1. Written responses to or summaries of interviews or other conversation activities
   2. Oral Presentations Outlines

V. Methods of Evaluation:
   A. Successful communication of messages in assigned projects and tasks as evidenced by completed project/task products--e.g., survey data that has been collected, compiled, and analyzed for use in a project presentation, or a video of students reading to children at the Early Childhood Center showing the children correctly answering questions about the story.(SLO 4)
   B. Listening comprehension tests (SLO 2,3)
   C. Class Oral Presentations about Community Projects. (SLO 1)
   D. VoiceThread Portfolios evaluated for ability to produce sentences using correct grammar. (SLO 1,2)

VI. Methods of Instruction:
   A. Lecture
   B. Discussion
   C. Demonstration
   D. Audiovisual
   E. Collaborative Learning
   F. Distance Learning

VII. Textbooks:
   Recommended

   Supplemental

VIII. Supplies:

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