

**ESL 716CP Course Outline as of Spring 2022****CATALOG INFORMATION**

Dept and Nbr: ESL 716CP Title: INT NC ESL CONV/PRON  
 Full Title: Intermediate Non-Credit ESL Conversation/Pronunciation  
 Last Reviewed: 12/10/2018

| Units   |   | Course Hours per Week |      | Nbr of Weeks | Course Hours Total |       |
|---------|---|-----------------------|------|--------------|--------------------|-------|
| Maximum | 0 | Lecture Scheduled     | 3.00 | 17.5         | Lecture Scheduled  | 52.50 |
| Minimum | 0 | Lab Scheduled         | 0    | 6            | Lab Scheduled      | 0     |
|         |   | Contact DHR           | 0    |              | Contact DHR        | 0     |
|         |   | Contact Total         | 3.00 |              | Contact Total      | 52.50 |
|         |   | Non-contact DHR       | 0    |              | Non-contact DHR    | 0     |

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: Non-Credit

Grading: Non-Credit Course

Repeatability: 27 - Exempt From Repeat Provisions

Also Listed As:

Formerly:

**Catalog Description:**

This class is for non-native speakers of English with the ability to function independently using English in most contexts. Particular emphasis on vocabulary development, pronunciation and oral language skills needed for effective communication in academic, vocational, and community settings.

**Prerequisites/Corequisites:****Recommended Preparation:**

Course Completion of ESL 716 or qualifying placement

**Limits on Enrollment:****Schedule of Classes Information:**

Description: This class is for non-native speakers of English with the ability to function independently using English in most contexts. Particular emphasis on vocabulary development, pronunciation and oral language skills needed for effective communication in academic, vocational, and community settings. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended: Course Completion of ESL 716 or qualifying placement

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

|                   |                      |            |           |
|-------------------|----------------------|------------|-----------|
| <b>AS Degree:</b> | <b>Area</b>          | Effective: | Inactive: |
| <b>CSU GE:</b>    | <b>Transfer Area</b> | Effective: | Inactive: |

|               |                      |            |           |
|---------------|----------------------|------------|-----------|
| <b>IGETC:</b> | <b>Transfer Area</b> | Effective: | Inactive: |
|---------------|----------------------|------------|-----------|

|                      |            |           |
|----------------------|------------|-----------|
| <b>CSU Transfer:</b> | Effective: | Inactive: |
|----------------------|------------|-----------|

|                     |            |           |
|---------------------|------------|-----------|
| <b>UC Transfer:</b> | Effective: | Inactive: |
|---------------------|------------|-----------|

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Demonstrate level-appropriate listening and speaking skills needed to communicate complex ideas on a variety of themes related to academia, professional life, and social issues.
2. Employ culturally appropriate conversational skills needed for effective communication at school, work, and in the community.

**Objectives:**

At the conclusion of this course, the student should be able to:

1. Self-monitor and predict correct pronunciation including word stress and problematic consonant and vowel sounds in varied academic, professional, and social contexts.
2. Employ culturally and linguistically appropriate interview skills.
3. Describe personal qualities and skills and relate past and present work experience to long-term goals.
4. Identify steps needed to achieve vocational, academic, and personal goals.
5. Discuss issues and problems in the community and workplace, and employ language needed to work collaboratively with others.
6. Access and use specific information gathered from community and/or academic resources.

**Topics and Scope:**

The order of topics may vary and will be integrated with pertinent themes including workplace, school and community interactions.

I. Academic Skills

- A. Describe past and present school experience and academic goals
- B. Identify steps for achieving academic goals
- C. Communicate with appropriate school personnel to obtain information and assistance
- D. Use appropriate terms to describe aspects of college curriculum ( e.g. "prerequisite" and

- "credit") and academic policies and procedures (e.g. "plagiarism" and "matriculation")
- E. Employ study skills (including time management skills, note-taking, organization of materials, etc.) needed to achieve academic and vocational goals
- II. Community Interaction Skills
- A. Describe job skills and qualities, pay, benefits, job training opportunities and evaluation
- B. Employ job search strategies including research, networking, applying, interviewing, following-up
- C. Understand workers' rights, responsibilities and resources; strategies for "speaking up" at work
- D. Research housing issues, including tenants rights and responsibilities
- E. Communicate with various constituencies and community resources, including neighbors, officials, emergency personnel, store personnel, and service representatives, non-profits, medical services, the police, utilities, public safety, and the media
- F. Demonstrate cross cultural understanding, including discussion of cultural differences and similarities, common stereotypes, and cross-cultural communication skills
- G. Employ public speaking and listening skills in various social contexts, including community and/or vocational settings (e.g., giving directions, leading a meeting or discussion, reporting results of an interview or survey using level-appropriate grammar)
- III. Pronunciation Skills
- A. Understand spelling patterns to predict corresponding sounds
- B. Use typical spoken patterns of reduced speech and contractions
- C. Predict sentence level stress using typical North American word stress patterns
- D. Use appropriate intonation needed in questions and statements
- E. Self-monitor pronunciation skills studied in class
- IV. Socio-Linguistic and Cultural Skills
- A. Employ conversational strategies in formal and informal settings, including the use of informal vs formal speech and register, and active listening signals and gestures needed to clarify interactions
- B. Demonstrate proficiency with language conventions of group work including strategies to negotiate meaning, interrupt, make suggestions, clarify information, agree, disagree, and express opinions

**Assignment:**

This course will emphasize student-centered activities designed to develop listening, speaking and pronunciation skills.

1. Exams (1-2) and quizzes (0-8)
2. Listening to radio, TV, music and live entertainment in English (ungraded)
3. Self-evaluation of word stress and/or intonation from student-generated tape-recordings (ungraded)

Writing assignments (7 - 15), such as:

1. Preparing written questions for guest speakers
2. Journal entries in response to topical issues and/or to tap prior knowledge about an issue to be presented in class

Problem-solving assignments (5 - 7), such as:

1. Describing and explaining vocabulary, topics or issues
2. Outlining and note-taking
3. Obtaining/requesting information outside the classroom to solve a problem

Skill Demonstrations assignments (7 - 21), such as:

1. Pair-work and small group discussion
2. Interviews and surveys
3. Role plays, speeches, skits, group projects and intonation patterns
4. Responding to taped materials
5. Responding to various accents, levels of formality, etc.
6. Asking for information over the telephone
7. Leaving messages on voicemail
8. Listening to recorded information and responding to telephone menu prompts
9. Conducting research in the community to obtain information
10. Responding to in-class practice exercises, including physically demonstrating word stress

Writing Assignments and Skill Demonstrations assignments (7 - 15), such as:

1. Oral and written presentations on topics and issues from the curriculum
2. Interviewing/surveying people in the community, and taking notes
3. Preparation of oral presentations and group projects, oral and written

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Writing assignments

Writing  
10 - 20%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Problem-solving assignments

Problem solving  
20 - 35%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Skill demonstration assignments

Skill Demonstrations  
20 - 35%

**Exams:** All forms of formal testing, other than skill performance exams.

Exams and quizzes

Exams  
10 - 15%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance, participation

Other Category  
10 - 15%

### Representative Textbooks and Materials:

Touchstone Level 2 Student Book. 2nd ed. McCarthy, Michael and McCarten, Jeanne and Sandiford, Helen. Cambridge University Press. 2014 (classic)  
Oxford Picture Dictionary Monolingual English. 2nd ed. Adelson-Goldstein and Shapiro,

Norma. Oxford University Press. 2008 (classic)  
Talk Time 2. Stempleski, Susan. Oxford University Press. 2006 (classic)  
Real Talk 1. Baker, Lida and Tanka, Judith. Pearson Education ESL. 2006 (classic)  
Take On Listening 2: Listening and Speaking Strategies. Scholnick, Nadia and Gabler, Burt.  
McGraw-Hill. 2003 (classic)  
Sounds Great Book 2. Beisbier, Beverly. Thomas Heinle. 1995 (classic)

Instructor-prepared materials