

EMLS 372CP Course Outline as of Fall 2024**CATALOG INFORMATION**

Dept and Nbr: EMLS 372CP Title: EMLS HIGH-INTERM COMMUN
 Full Title: High-Intermediate English Convers/Pronunciation
 Last Reviewed: 1/24/2022

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	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: AA Degree Non-Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: ESL 372CP

Catalog Description:

In this high-intermediate level oral communication course, students will improve listening, speaking, and pronunciation skills necessary for successful interaction in social, academic, and workplace environments. Recommended for multilingual students and learners of English.

Prerequisites/Corequisites:**Recommended Preparation:**

Course Completion of EMLS 371CP (ESL 371CP); OR Course Eligibility for EMLS 372 (ESL 372); EMLS 372A (ESL 372A), or higher

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

Description: In this high-intermediate level oral communication course, students will improve listening, speaking, and pronunciation skills necessary for successful interaction in social, academic, and workplace environments. Recommended for multilingual students and learners of English. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Completion of EMLS 371CP (ESL 371CP); OR Course Eligibility for EMLS 372 (ESL 372); EMLS 372A (ESL 372A), or higher

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		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 high-intermediate critical thinking, listening, speaking, and pronunciation skills needed to analyze and communicate complex ideas on a variety of themes related to academic, professional, and social issues.
2. Employ high-intermediate, culturally-appropriate communication skills in a variety of academic, vocational, and social settings.

Objectives:

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

1. Demonstrate a high-intermediate ability to use spoken and written English for discussion, analysis, and problem solving.
2. Follow the organization of an academic lecture, take notes, and respond to questions.
3. Prepare and deliver high-intermediate oral presentations, panel discussions, and debates.
4. Demonstrate high-intermediate understanding of appropriate academic, social, and workplace behaviors.
5. Demonstrate a high-intermediate level of native-like rhythm, intonation and stress patterns in words and sentences.

Topics and Scope:

I. Sociolinguistic and Cultural Content

- A. Cross-cultural traditions, controversial issues, and current events
- B. Roles for discussion participants
- C. Non-verbal communication skills
- D. High-intermediate level clarification strategies
- E. Workplace culture, values, expectations, and communications, such as interviews

II. Academic Content

- A. Comprehension of adapted lectures, presentations and audio/visual materials through notetaking, outlining, and summarizing
- B. Topic selection and delivery techniques for oral presentations
- C. Evaluation of peers' group discussions, debates, paired activities, and oral presentations
- D. Practice and analysis of oral arguments
- E. Use of presentation software such as PowerPoint in oral presentations

III. Pronunciation Skills

- A. Stress, intonation and rhythm patterns in speeches, debates, role-plays, and oral presentations
- B. Self-monitoring of pronunciation and accent reduction through the use of CDs, software, and the Internet
- C. Utilization of the dictionary as a pronunciation tool

Assignment:

Writing Assignments, such as:

1. Job and career research for presentations
2. High-intermediate notetaking, outlining, and summarizing of adapted academic lectures
3. Evaluation of peers' oral presentation skills

Problem-solving Assignments, such as:

1. High-intermediate level listening activities, such as cloze exercises
2. Textbook-based exercises

Skill Demonstrations, such as:

1. Panel discussions and debates on controversial issues and current events
2. Mock job interviews and work-related role-playing
3. Individual and group presentations on current events/issues
4. Pronunciation exercises, including a focus on stress, intonation, and rhythm patterns

Examinations:

1. Objective exams and quizzes
2. Midterm
3. Final

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 10 - 20%

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

Skill Demonstrations

Skill Demonstrations
30 - 50%

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

Examinations

Exams
20 - 30%

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

Attendance and participation

Other Category
10 - 20%

Representative Textbooks and Materials:

Q: Skills for Success: Listening and Speaking 4 with Student Online Access Card. 3rd ed. Freire, Rob and Jones, Tamara. Oxford University Press. 2020.

Northstar Listening and Speaking 4 with Student Online Access Code. 5th ed. Ferree, Tess and Sanabria, Kim. Pearson Education ESL. 2019 (classic)

Pathways Listening, Speaking, and Critical Thinking 3. 2nd ed. Tarver Chase, Becky and Johannsen, Kristin and MacIntyre, Paul and Najafi, Kathy and Fettig, Cyndy. Cengage Learning. 2018 (classic)

Instructor prepared materials