

ESL 372CP Course Outline as of Fall 2016**CATALOG INFORMATION**

Dept and Nbr: ESL 372CP Title: ESL HIGH-INTERM COMMUN
 Full Title: ESL High-Intermediate Conversation/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:

Catalog Description:

A high-intermediate level oral communication course designed to improve speaking, listening, and pronunciation skills necessary for critical thinking in social, academic, and professional environments. Recommended for non-native speakers of English.

Prerequisites/Corequisites:**Recommended Preparation:**

Course Completion of ESL 371CP; OR Course Eligibility for ESL 372; OR ESL 372A or higher

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

Description: A high-intermediate level oral communication course designed to improve speaking, listening, and pronunciation skills necessary for critical thinking in social, academic, and professional environments. Recommended for non-native speakers of English. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Completion of ESL 371CP; OR Course Eligibility for ESL 372; OR 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:

Upon completion of this course, students will 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:

A. Sociolinguistic and Cultural Content

1. Cross-cultural traditions, controversial issues, and current events
2. Roles for discussion participants
3. Non-verbal communication skills
4. High-intermediate level clarification strategies
5. Workplace culture, values, expectations, and communications, such as interviews

B. Academic Content

1. Comprehension of adapted lectures, presentations and audio/visual materials through note-taking, outlining, and summarizing
2. Topic selection and delivery techniques for oral presentations
3. Evaluation of peers' group discussions, debates, paired activities, and oral presentations
4. Practice and analysis of oral arguments
5. Use of presentation software such as PowerPoint in oral presentations

C. Pronunciation Skills

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

Assignment:

1. Panel discussions and debates on controversial issues and current events
2. Mock job interviews and work-related role-playing
3. Job and career research for presentations
4. High-intermediate note-taking, outlining, and summarizing of adapted academic lectures
5. High-intermediate level listening activities
6. Individual and group presentations on current events/issues
7. Evaluation of peers' oral presentation skills
8. Practice of pronunciation including stress, intonation, and rhythm patterns
9. Weekly textbook-based exercises and other homework assignments, such as cloze exercises
10. Exams and weekly quizzes, mid-term and 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.

Written homework: cloze exercises, sentences and paragraphs

Writing
10 - 20%

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

Homework problems and field work (e.g., surveys)

Problem solving
10 - 20%

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

Note-taking, in-class presentations, role-playing, speeches

Skill Demonstrations
30 - 50%

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

Objective quizzes and exams, midterm and final
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Exams 20 - 30%

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

Class attendance and participation; presentations

Other Category 10 - 20%

Representative Textbooks and Materials:

Q: Skills for Success: Listening and Speaking 4 with Student Online Access Card, Earle-Carlin, Oxford University Press, 2011.

Northstar Listening and Speaking 4 with Student Online Access Code, Ferree & Sanabria, 4th Edition, Pearson-Longman, 2014.

Pathways Listening, Speaking, and Critical Thinking 3, Chase & Johannnsen, Heinle, Cengage Learning, 2012.

Instructor prepared materials