

**ESL 716CP Course Outline as of Fall 2011****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 in 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 or Concurrent Enrollment in ESL 715 OR ESL 716

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

Description: This class is for non-native speakers of English with the ability to function independently in 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 or Concurrent Enrollment in ESL 715 OR ESL 716

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

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

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>
<b>UC Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course students 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.

#### **A. Academic Skills**

1. Describing past and present school experience, communicate academic goals and aspirations and identifying steps for achieving goals
2. Communicating with appropriate school personnel to obtain information and assistance
3. Understanding and use terms to describe aspects of college curriculum ( e.g. "prerequisite" and "credit")
4. Understanding and use appropriate terms to describe academic policies and procedures (e.g. "plagiarism" and "matriculation")
5. Effective listening comprehension strategies including the use of contextual cues to understand and follow complex lessons and/or lectures and conversations
6. Use of technology (e.g. voicemail and recorded "menus," the Internet, ESL sites and

software) to conduct research, obtain information and/or improve pronunciation, vocabulary and conversational skills

7. Using recorded interviews and narratives on topical issues including immigration, the economy, funding for education, academic planning and community related concerns

8. Study skills needed to achieve academic and vocational goals including time management skills, note-taking, organization of materials, etc.

## B. Community Interaction Skills

1. Job skills and qualities, pay, benefits, job training opportunities and evaluation

2. Job search strategies including research, networking, applying, interviewing, following-up

3. Workers' rights, responsibilities and resources; strategies for "speaking up" at work

4. Housing issues, including tenants rights and responsibilities

5. Accessing and communicating 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

6. Cross cultural understanding including discussion of cultural differences and similarities, common stereotypes, and cross-cultural communication skills

7. 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)

## C. Pronunciation Skills

1. Selected problematic consonant and vowel sounds

2. Spelling patterns to predict corresponding sounds

3. Typical spoken patterns of reduced speech and contractions

4. Predict sentence level stress using typical North American word stress patterns

5. Appropriate intonation needed in questions and statements

6. Syllabication to predict appropriate word stress

7. Self-monitoring of pronunciation skills studied in class

## D. Socio-Linguistic and Cultural Skills

1. 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

2. Language conventions of group work including strategies to negotiate meaning, interrupt, make suggestions, clarify information, agree, disagree, and express opinions

## Assignment:

### A. In-class assignments

1. Preparing written questions for guest speakers

2. Describing and explaining vocabulary, topics or issues

3. Pair-work and small group discussion

4. Oral and written presentations on topics and issues from the curriculum

5. Interviews and surveys

6. Role plays, speeches, skits, group projects

7. Responding to in-class practice exercises, including physically demonstrating word stress and intonation patterns.

8. Outlining and note-taking

9. Responding to taped materials

10. Responding to various accents, levels of formality, etc.

## B. Homework

1. Asking for information over the telephone
2. Leaving messages on an answering machine
3. Listening to recorded information and responding to telephone menu prompts
4. Interviewing/surveying people in the community, and taking notes
5. Obtaining/requesting information outside the classroom to solve a problem
6. Listening to radio, TV, music and live entertainment in English
7. Self-evaluation of word stress and/or intonation from student-generated tape-recordings
8. Conducting research in the community to obtain information
9. Preparation of oral presentations and group projects, oral and written
10. Journal entries in response to topical issues and/or to tap prior knowledge about an issue to be presented in class

### 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 based on listening or reading activities

Writing  
10 - 20%

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

Homework problems, "Jigsaw" (information gap), group work, projects

Problem solving  
20 - 35%

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

Class performances, performance exams, independent use of language, editing, oral presentations.

Skill Demonstrations  
20 - 35%

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

Multiple choice, matching items, completion

Exams  
10 - 15%

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

Attendance, participation, student portfolios

Other Category  
10 - 15%

### Representative Textbooks and Materials:

New Oxford Picture Dictionary, Shapiro, et al., Oxford University Press, 1998 (Classic)

Real Talk 1, Baker & Tanka, Pearson Longman, 2006

Sounds Great Book 2, Beisbier, Heinle ELT, 1997 (Classic)

Take On Listening 2, Gabler & Scholnick, McGraw-Hill, 2003 (Classic)

Talk Time 2, Stempleski, Oxford University Press, 2006

English For All video series

Instructor-prepared materials