

COURSE SYLLABUS

LAST REVIEW	Spring 2021
COURSE TITLE	Level 2 Listening and Speaking for English Learners
COURSE NUMBER	ESOL 0012
DIVISION	Arts, Communications, and Humanities
DEPARTMENT	ESOL
CIP CODE	24.0101
CREDIT HOURS	3.00
CONTACT HOURS/WEEK	Class: 3.00 Lab: X Clinical: X
PREREQUISITES	Successful completion of ESOL 0011 or placement by ESOL Faculty base on appropriate score on ESL Accuplace score and writing sample.
COURSE PLACEMENT	Students must meet the correct placement measure for this course. Information may be found at: https://www.kckcc.edu/admissions/information/mandatory-evaluation-placement.html

COURSE DESCRIPTION

Listening and Speaking for English Learners is designed to increase the verbal skills and improve the conversational fluency of students who have previously studied English and have basic knowledge of grammar and vocabulary. Instructional activities include listening, speaking, and communicative exercises for pairs and small groups, as well as major individual presentation.

KANSAS SYSTEMWIDE TRANSFER: ESOL0012

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

PROGRAM ALIGNMENT

This course is part of a program aligned through the Kansas Board of Regents and Technical Education Authority. For more information, please visit:
https://kansasregents.org/workforce_development/program-alignment

General Education Learning Outcome

- Basic Skills for Communication
- Mathematics
- Humanities
- Natural and Physical Sciences
- Social and Behavioral Sciences

Institutional Learning Outcomes

- Communication
- Computation and Financial Literacy
- Critical Reasoning
- Technology and Information Literacy
- Community and Civic Responsibility
- Personal and Interpersonal Skills

TEXTBOOKS

<http://kckccbookstore.com/>

METHODS OF INSTRUCTION

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE

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COURSE LEARNING OUTCOMES AND COMPETENCIES

Upon successful completion of this course, the student will:

- A. The learner will be able to actively participate in level appropriate informal discourse.
- B. The learner will be able to actively participate in level appropriate academic discourse using academic knowledge and critical thinking skills.
- C. The learner will learn and use notetaking techniques and strategies.
- D. The learner will be able to understand and use level appropriate vocabulary in spoken contexts.
- E. The learner will be able to prepare and give level appropriate formal oral presentations.
- F. The learner will be able to use level appropriate grammar in spoken contexts.
- G. The learner will be able to monitor and improve his/her pronunciation and intonation.
- H. The learner will improve fluency in oral communication in level appropriate contexts.

The learner will be able to actively participate in level-appropriate informal discourse.

1. Be able to follow simple oral directions/instructions.
2. Be able to follow simple oral explanations.
3. Build confidence and fluency by giving impromptu presentations about personal topics or discussion questions.
4. Be able to use appropriate body language (non-verbal behavior) in discussions and speeches/presentations.

The learner will be able to actively participate in level-appropriate academic discourse using academic knowledge and critical thinking skills.

5. Be able to spontaneously participate in classroom discussions with thoughtful and appropriate contributions.
6. Be able to identify the topic and main ideas in a level-appropriate English listening activity.
7. Be able to identify important details in a level-appropriate English listening activity.
8. Be able to give a brief summary of a speech or academic lecture, focusing on main idea and main sub-topics.
9. Be able to state his or her point of view, agree, and disagree appropriately during in-class discussions.
10. Be able to identify clear cause-effect relationships within a listening activity.
11. Be able to identify clear compare/contrast relationships within a listening activity.
12. Be able to identify clear problems and possible solutions presented within a listening activity.

The learner will learn and use notetaking techniques and strategies.

13. Be able to write down specific words/synonyms or items from a category based on a listening activity (e.g., "Write down all of the animals discussed.")
14. Be able to take notes by completing an infographic either based on information from a listening activity or to prepare for a presentation.
15. Be able to take notes by completing a guided outline regarding important facts or ideas from a listening activity

The learner will be able to understand and use level-appropriate vocabulary in spoken contexts.

16. Be able to recognize new target words in the context of a listening activity.
17. Be able to use new target words in speech and/or writing.
18. Be able to define and discuss academic vocabulary from written examples in preparation for a lecture.

19. Be able to demonstrate fluency in reading, listening to, and understanding, and producing large numbers (thousands, tens and hundreds of thousands, millions, etc.).

The learner will be able to prepare and give level-appropriate formal oral presentations.

20. Be able to organize, outline, prepare, and give at least three presentations about a variety of personal topics, with an appropriate introduction, body, and conclusion, using only minimal notes.
21. Be able to create and use a simple PowerPoint presentation (or similar presentation technology) as part of a speech/presentation.
22. Be able to deliver a PowerPoint (or similar) presentation by using the technology as a visual tool and not a delivery crutch.

The learner will be able to use level-appropriate grammar in spoken contexts.

23. Be able to understand and use targeted grammar points in practice activities and classroom discussions.
24. Be able to use grammatical structures in formal and informal speech that show consistent control over Level 1 grammatical features, and emerging Level 2 proficiency. (See Levels 1 and 2 Grammar course outcomes/competencies.)

The learner will be able to monitor and improve his/her pronunciation and intonation.

25. Be able to pronounce the regular past tense ending /t/, /d/, and /id/.
26. Be able to pronounce long and short vowel sounds.
27. Be able to identify the number of syllables in familiar and unfamiliar words.
28. Be able to correctly identify syllable stress and use it correctly with target words.
29. Be able to produce connected speech by appropriately linking words together.
30. Be able to recognize, use, and explain the schwa sound.
31. Be able to recognize and produce various phrase- and sentence-level intonation patterns (including statements, questions, tag questions, content vs. function words, and emphasis).
32. Be able to produce sufficiently distinct negative and affirmative forms of can.
33. Show improvement in comprehensibility of pronunciation.
34. Be able to improve targeted, common pronunciation problems.

The learner will improve fluency in oral communication in level-appropriate contexts.

35. Comfortably complete impromptu or informal speaking tasks about everyday personal topics such as family, school, and work (such as audio journals or in-class tasks), without excessive pauses or hesitations.
36. Comfortably complete impromptu or informal speaking tasks based on personal opinions and critical thinking without excessive pauses or hesitations.

37. Speak comfortably, without excessive pauses or hesitations, about basic academic topics based on a listening, reading, or discussion.
38. Make level-appropriate verbal corrections in grammar and pronunciation without drawing attention to the correction.

ASSESSMENT OF COURSE LEARNING OUTCOMES AND COMPETENCIES

Student progress is evaluated through both formative and summative assessment methods. Specific details may be found in the instructor's course information document.

COLLEGE POLICIES AND PROCEDURES

Student Handbook

<https://www.kckcc.edu/files/docs/student-resources/student-handbook-and-code-of-conduct.pdf>

College Catalog

<https://www.kckcc.edu/academics/catalog/index.html>

College Policies and Statements

<https://www.kckcc.edu/about/policies-statements/index.html>

Accessibility and Accommodations

<https://www.kckcc.edu/academics/resources/student-accessibility-support-services/index.html>.