

# COURSE SYLLABUS

<b>LAST REVIEW</b>	Spring 2021
<b>COURSE TITLE</b>	Level 4 Academic Listening and Speaking
<b>COURSE NUMBER</b>	ESOL 0014
<b>DIVISION</b>	Arts, Communications, and Humanities
<b>DEPARTMENT</b>	ESOL
<b>CIP CODE</b>	24.0101
<b>CREDIT HOURS</b>	3.00
<b>CONTACT HOURS/WEEK</b>	Class: 3.00                      Lab: X                      Clinical: X

## PREREQUISITES

Successful completion of ESOL 0013 or placement by ESOL faculty based on appropriate score on ESL Accuplacer 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

Level 4 Academic Listening and Speaking is designed to introduce and develop the lecture note-taking, organization, communication, and pronunciation skills necessary for effective academic presentation and discussion. It provides practice in these skills to help bridge the gap between the study of English as a second language and the effective use of English in college classroom studies.

## KANSAS SYSTEMWIDE TRANSFER: ESOL0014

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](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**

Insert here

### **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 notaking 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.

**COURSE COMPETENCIES:**

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

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

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

3. Be able to consistently contribute to in-class discussions and answer questions with clear explanations, reasons, and examples.
4. Be able to identify the topic and main ideas in a level-appropriate English listening activity.
5. Be able to identify important details in a level-appropriate English listening activity.
6. Be able to give a brief summary of a speech or academic lecture, focusing on main idea, main sub-topics, and other relevant aspects (such as rhetorical style, speaker purpose/opinion/bias/tone)
7. Be able to develop and share well-thought-out opinions, with supporting ideas, of academic materials based on reading and listening activities, verbally and/or in writing.
8. Be able to identify, describe, and discuss cause-effect relationships within the content of a listening activity verbally and/or in writing
9. Be able to identify, describe, and discuss compare-contrast relationships within the content of a listening activity verbally and/or in writing
10. Be able to identify, describe, and discuss problems and possible solutions presented within the content of a listening activity verbally and/or in writing
11. Be able to identify and discuss arguments for or against a concept in a text using support from the text itself, other sources, and/or life experience orally and/or in writing.
12. Be able to identify or draw inferences and logical conclusions based on a listening activity.
13. Be able to synthesize and make connections between listening and reading materials pertaining to one topic verbally and/or in writing.
14. Identify individual areas of comprehension difficulty in academic contexts, and identify and use strategies to improve in those areas.

*The learner will learn and use notetaking techniques and strategies.*

15. Be able to select and use appropriate infographics in notetaking (such as T-charts, Venn diagrams, flow charts, etc.)

16. Be able to take notes from an academic lecture in outline form, identifying main idea, main sub-points, and important supporting details.
17. Be able to recognize transitions and signal words as rhetorical markers of organization while listening to academic discussions/presentations/lectures
18. Be able to discuss various styles of academic notetaking, and use a style/strategy appropriate to a given context
19. Develop and use an individual system of shortcuts and abbreviations for academic notetaking.

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

20. Be able to recognize new target words in the context of a listening activity.
21. Be able to use new target words in speech and/or writing.
22. Be able to identify unknown words in an academic lecture or presentation, then locate the relevant definition of the word and use it correctly
23. Be able to define and discuss academic vocabulary from written examples in preparation for a lecture.

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

24. Be able to organize, outline, prepare, and give at least three speeches/presentations on academic and personal topics with appropriate and relevant information and vocabulary, with only minimal notes
25. Be able to appropriately incorporate information from research into one speech.
26. Be able to use appropriately formal language (careful choice of words) to deliver a speech/presentation.
27. Be able to use transitions effectively and appropriately in a speech/presentation.
28. Be able to create and use an effective PowerPoint presentation (or similar presentation technology) as part of a speech/presentation that utilizes good form in slide design (text size/amount, image size and quality, appropriate citing if needed)
29. Be able to deliver a PowerPoint (or similar) presentation by using the technology as a visual tool and not a delivery crutch.
30. Be able to lead a classroom discussion by introducing a topic, asking and answering questions, guiding the conversation, and wrapping up.

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

31. Be able to understand and use targeted grammar points in practice activities and classroom discussions.
32. Be able to use grammatical structures in formal and informal speech that show consistent control over Level 3 grammatical features, and emerging Level 4 proficiency. (See Levels 3 and 4 Grammar course outcomes/competencies.)

33. Identify individual areas of difficulty in grammar and show evidence of effort to self-edit and improve both formal and informal speech in those areas.

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

34. Be able to correctly identify syllable stress and use it correctly with target words.
35. Be able to produce connected speech by appropriately linking words together.
36. Show improvement in comprehensibility of pronunciation.

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

37. Comfortably complete impromptu or informal speaking tasks based on personal opinions and critical thinking without excessive pauses or hesitations.
38. Speak comfortably, without excessive pauses or hesitations, about abstract or specialized academic topics based on a listening, reading, or discussion topic.
39. 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>.