

# ESL R108: ESL ACADEMIC ORAL COMMUNICATION

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**Originator**

msanchez

**Co-Contributor(s)**
**Name(s)**

Tudman, Kari (ktudman)

**College**

Oxnard College

**Discipline (CB01A)**

ESL - English as a Second Language (ESL)

**Course Number (CB01B)**

R108

**Course Title (CB02)**

ESL Academic Oral Communication

**Banner/Short Title**

ESL Academic Oral Comm.

**Credit Type**

Credit

**Start Term**

Fall 2021

**Co-listed (Same-as) Course(s)**

COMM R100

**Taxonomy of Programs (TOP) Code (CB03)**

1506.00 - Speech Communication

**SAM Priority Code (CB09)**

E - Non-Occupational

**Control Number**

CCC000050310

**Primary Minimum Qualification**

ESL

**Department**

Transitional English (2161)

**Division**

Oxnard Liberal Studies

**Formerly**

SPCH R108

**Catalog Course Description**

This course is designed to help advanced non-native speakers of English communicate well in academic, professional, and social settings through practice in basic principles of oral communication (with an emphasis on most effective use of voice and body). Students will engage in group discussion, public speeches, and oral reading.

**Taxonomy of Programs (TOP) Code (CB03)**

4930.87 - English as a Second Language–Integrated2

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

2 - Not Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass

Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

17.5

**Maximum Contact/In-Class Laboratory Hours**

17.5

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

70

**Total Maximum Contact/In-Class Hours**

70

**Outside-of-Class**

**Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

175

**Total Maximum Student Learning Hours**

175

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Advisories on Recommended Preparation**

ESL R048 or ESL R802A

**Entrance Skills****Entrance Skills**

To be successful in ESL R108, students should be able to speak conversationally and do formal presentations using proper grammar, syntax, and vocabulary at the advanced-intermediate level.

**Requisite Justification****Requisite Type**

Advisory

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Students will be able to display written and oral communication skills by critically evaluating information, analyzing structure, developing arguments, and supporting positions. |
| 2 | Students will give a public speech with a minimum of inappropriate stops.   |
| 3 | Students will employ appropriate intonation patterns typical of American English.   |
| 4 | Students will demonstrate their active and analytical listening skills.   |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Narrate an experience for at least 5 minutes  |
| 2 | Deliver an expository speech of at least 5 minutes  |
| 3 | Express feelings/opinions in group discussions  |
| 4 | Demonstrate commonly used delivery techniques in public speaking  |
| 5 | Pronounce English with a minimum of accent interference with meaning/understanding  |
| 6 | Proficiently use English grammar, syntax, and appropriate vocabulary  |
| 7 | Use listening samples to improve pronunciation, rhythm, stress, and intonation, including taking notes of instructor's lectures   |
| 8 | Use resources, especially library, periodicals, journals, magazines, and newspapers to gather credible and reliable information to present such information effectively |
| 9 | Conduct library research and use such research effectively as evidence in a debate  |

**Course Content****Lecture/Course Content**

1. Building confidence for public speaking; techniques for managing anxiety
2. Audience analysis and topic selection
3. Outlining and preparing a speech
4. Vocal and nonverbal delivery
5. How to do research (specifically as related to participation on a debate/panel)
6. Minimizing accent interference through lessons designed to focus on pronunciation problems, syntax difficulties, and development of vocabulary
7. Developing rapport with one's audience through interaction and spontaneity

8. Effective communication in group settings
9. Guidelines for debates
10. Participation on panels
11. Documentation of research

### **Laboratory or Activity Content**

1. Use specialized resources from the Library Learning Resources Center to improve English pronunciation
2. View and analyze specific YouTube videos of speech performances and produce written analyses of assigned speeches
3. Use resources located in the Writing Reading Center to improve grammar and generalized writing skills

## **Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
 Essays  
 Individual projects  
 Journals  
 Laboratory activities  
 Objective exams  
 Oral presentations  
 Projects  
 Quizzes  
 Role playing  
 Reports/papers

## **Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
 Computer-aided presentations  
 Collaborative group work  
 Class activities  
 Class discussions  
 Distance Education  
 Group discussions  
 Guest speakers  
 Instructor-guided interpretation and analysis  
 Instructor-guided use of technology  
 Laboratory activities  
 Lecture  
 Role-playing  
 Small group activities

**Describe specific examples of the methods the instructor will use:**

1. Instructor lecture for student practice in listening skills and note-taking
2. Recorded lectures/presentations for student practice in listening skills and note-taking
3. Class readings for development of comprehension and vocabulary
4. Class discussions for development of oral/aural language skills
5. Modeling the use of comparison/contrast and other organizational patterns in material covered in lectures, articles, student speeches, and textbook
6. Instructor-led analysis of student speeches and panels including peer review and instructor evaluation
7. Participation on a debate panel with evaluations from instructor and peers
8. Analysis of films for spoken patterns of American English
9. Analysis of song lyrics for rhythm and intonation patterns of American English

## **Representative Course Assignments**

### **Writing Assignments**

- A. Required outlining of speeches and summarizing of articles.
- B. Written speeches with documentation.
- C. Responses to readings in the textbook and class discussions.

### **Critical Thinking Assignments**

Evaluation of pros and cons and fact versus opinion in readings and class presentations.

### **Reading Assignments**

- A. Outside readings including use of online databases such as CQ Researcher and ProQuest, as well as reading library reference materials on topical subjects.
- B. Newspapers such as the Ventura Star and the Los Angeles Times in order for students to participate adequately in class on panel discussion and in-class debates.
- C. Students will be required to do outlining, summarizing on articles read on various topics.

### **Other assignments (if applicable)**

- A. Online quizzes on textbook readings and online responses may also be required.

## **Outside Assignments**

### **Representative Outside Assignments**

- 1. Outside readings including online databases such as CQ Researcher, and ProQuest, and other library reference materials
- 2. Readings from periodicals for discussions on current events for participation on panel discussions and class debates
- 3. Outlining and summarizing articles
- 4. Outlining speeches
- 5. Written speeches with documentation
- 6. Written responses to textbook readings and discussions

**District General Education**

- A. Natural Sciences**
- B. Social and Behavioral Sciences**
- C. Humanities**
- D. Language and Rationality**
- E. Health and Physical Education/Kinesiology**
- F. Ethnic Studies/Gender Studies**

**CSU GE-Breadth**

- Area A: English Language Communication and Critical Thinking**
- Area B: Scientific Inquiry and Quantitative Reasoning**
- Area C: Arts and Humanities**
- Area D: Social Sciences**
- Area E: Lifelong Learning and Self-Development**
- Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

- Area 1: English Communication**
- Area 2A: Mathematical Concepts & Quantitative Reasoning**
- Area 3: Arts and Humanities**
- Area 4: Social and Behavioral Sciences**
- Area 5: Physical and Biological Sciences**
- Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Textbook

**Description**

Chase,B.T., Johannsen, K.L, et. al. (2018). *Pathways: Listening, Speaking, and Critical Thinking 4 (2)*. Cengage Learning.

**Resource Type**

Textbook

**Description**

Datesman, Maryanne Kearney, et.al (2018). *American Ways: An Introduction to American Culture*. Pearson Education.

**Resource Type**

Other Resource Type

**Description**

Videotape/film materials (such as movies, i.e., “The Terminal,” “Not Without My Daughter,” etc.) as well as online readings and quizzes.

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**Resource Type**

Other Resource Type

**Description**

Various appropriate audiotape materials (such as taped lectures from Cambridge University Press’ Academic Listening Encounters series) (2007).

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**Resource Type**

Other Instructional Materials

**Description**

Videos and films.

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**Resource Type**

Other Instructional Materials

**Description**

LLRC resources for pronunciation practice such as Cambridge University Press Academic Listening Encounters Series.

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**Resource Type**

Other Instructional Materials

**Description**

YouTube videos of speeches.

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**Library Resources**

**Assignments requiring library resources**

Research for speeches

**Sufficient Library Resources exist**

Yes

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**Distance Education Addendum**

**Definitions**

**Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

**Faculty Certifications**

**Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.**

Yes

**Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.**

Yes



## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions on related topics from assigned readings Course announcements to keep students updated on the course activities, changes, or additions. Questions and topics posed will allow students to practice their reading and writing skills. Personal feedback on written work via Turn it in Students will be assigned groups for collaborative activities.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
Telephone	Regular communication between students and instructor
Face to Face (by student request; cannot be required)	Students can make an appointment to meet during the instructor's office hours
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction. Questions and topics posed will allow students to practice their reading and writing skills. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.

Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Telephone	Students can request for instructor to call or vice versa to answer one-on-one questions about course material or student progress.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction. Questions and topics posed will allow students to practice their reading and writing skills. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Telephone	Students can request for instructor to call or vice versa to answer one-on-one questions about course material or student progress.
Video Conferencing	By appointment requested by student

**Examinations**

**Hybrid (1%–50% online) Modality**

- Online
- On campus

**Hybrid (51%–99% online) Modality**

- Online
- On campus

**Primary Minimum Qualification**

ESL

**Additional Minimum Qualifications****Minimum Qualifications**

English

Communication Studies (Speech Communication)

Linguistics

**Review and Approval Dates****Department Chair**

09/02/2020

**Dean**

09/02/2020

**Technical Review**

09/23/2020

**Curriculum Committee**

09/23/2020

**DTRW-I**

01/14/2021

**Curriculum Committee**

12/09/2020

**Board**

MM/DD/YYYY

**CCCCO**

01/19/2021

**Control Number**

CCC000599718

**DOE/accreditation approval date**

MM/DD/YYYY