

ESL R800A: LISTENING AND SPEAKING SKILLS - NONCREDIT LEVEL 1

Originator

msanchez

College

Oxnard College

Discipline (CB01A)

ESL - English as a Second Language (ESL)

Course Number (CB01B)

R800A

Course Title (CB02)

Listening and Speaking Skills - Noncredit Level 1

Banner/Short Title

Listening & Speaking Level 1

Credit Type

Noncredit

Start Term

Spring 2023

Catalog Course Description

This course focuses on speaking and listening skills designed for beginning non-native speakers of English. Activities include role playing, dialogues, pronunciation practice, and class discussions.

Taxonomy of Programs (TOP) Code (CB03)

4930.86 - English as a Second Language–Speaking/Listening

Course Credit Status (CB04)

N (Noncredit)

Course Transfer Status (CB05) (select one only)

C (Not transferable)

Course Basic Skills Status (CB08)

B - The Course is 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)

K - Other Noncredit Enhanced Funding

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

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

F - Six levels below transfer

Course Noncredit Category (CB22)

A - English as a Second Language (ESL)

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - 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

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

Yes

Number of times a student may enroll in this course

Unlimited

Units and Hours

Carnegie Unit Override

No

Total in-Class (full semester or term)

Total Minimum Contact/In-Class Hours (for full semester or term; not weekly)

54

Total Maximum Contact/In-Class Hours (for full semester or term; not weekly)

54

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

54

Total Maximum Student Learning Hours

54

Student Learning Outcomes (CSLOs)

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

-
- | | |
|---|---|
| 1 | Give and ask for simple directions |
| 2 | Understand details in short oral interviews and conversations |
| 3 | Write simple sentences using target grammar and vocabulary. |

Course Objectives

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

- | | |
|---|--|
| 1 | Speak, understand and respond to common courtesy and introduction expressions |
| 2 | Answer simple questions using previously learned vocabulary |
| 3 | Engage in simple conversations on familiar topics using mostly learned phrases with limited grammatical accuracy |
| 4 | Communicate orally with general understanding on the part of the listener |
| 5 | Comprehend spoken requests for repetition and clarification |
| 6 | Follow basic oral instructions and requests |
| 7 | Discriminate words that signal differences between present, past and future events |

Course Content**Lecture/Course Content**

1. Speaking skills
 - a. Use common courtesy and introduction expressions
 - b. Use expressions to indicate problems with communication
 - c. Give directions to go somewhere or do something
 - d. Use positive and negative commands
 - e. Express one-sentence requests, warnings, and commands
 - f. Speak about expanded basic personal information
 - g. Describe something in 3-5 short sentences
 - h. Read, comprehend and discuss data found in tables and charts
2. Listening Skills
 - a. Respond to basic courtesy and introduction expressions
 - b. Follow positive and negative commands and requests.
 - c. Follow simple directions
 - d. Answer questions based on short one minute speeches or interviews on familiar topics
 - e. Recognize communication problems and respond to requests to repeat information
 - f. Identify a range of expressions used to request assistance, information, and warnings
 - g. Develop the ability to write dictated sentences
3. Topics
 - a. Describing People/Family
 - b. School & Classroom
 - c. Health & Emergency Services
 - d. Shopping
 - e. Banking
 - f. Employment
 - g. Transportation
 - h. Clothing
 - i. Food

Methods of Evaluation

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

Skills demonstrations

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):

Group projects
 Individual projects
 Objective exams
 Oral presentations
 Quizzes
 Role playing
 Skills tests or practical examinations

Instructional Methodology

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

Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Demonstrations
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Lecture
Practica
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

Instructor-led discussions and practice on topics using relevant vocabulary and phrases. Students will practice as a class and in collaborative groups.

Representative Course Assignments

Writing Assignments

1. Students will answer questions based on short one minute speeches or interviews on familiar topics.
2. Students will write short dialogues.

Critical Thinking Assignments

Students will determine the appropriate vocabulary, phrases, and language structures they have learned to use within different linguistic contexts.

Reading Assignments

Textbook reading assignments and class handouts

Skills Demonstrations

Students will demonstrate listening and speaking skills through oral presentations and dialogs

Problem-Solving and Other Assignments (if applicable)

Practice exercises and activities in textbook.
Textbook reading assignments and class handouts

Outside Assignments

Representative Outside Assignments

Noncredit courses do not require outside assignments, but students may be assigned practice exercises and activities in textbook or in the college's LMS as homework.

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

Yes

Description

Orion, Gertrude F. (https://www.abebooks.com/servlet/SearchResults/?an=gertrude%20orion&cm_sp=det_-bdp_-author) *Pronouncing American English: Sounds, Stress, and Intonation*. Cengage, 1997 (Second Edition).

Description

Foley, Barbara H. *English in Action 1*. National Geographic Learning, 2019.

Library Resources

Sufficient Library Resources exist

Yes

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (1%–50% online)
- Hybrid (51%–99% 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.
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.
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)	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.
Telephone	Students can request for instructor to call or vice versa to answer one-on-one questions about course material or student progress.
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:	
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 and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. 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.
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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.
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

ESL

Additional Minimum Qualifications

Minimum Qualifications

Reading

Linguistics

English as a Second Language (ESL): Noncredit (per 5 CCR 53412(e))

Review and Approval Dates

Department Chair

09/18/2022

Dean

09/18/2022

Technical Review

09/28/2022

Curriculum Committee

09/28/2022

Curriculum Committee

11/23/2022

Control Number

CCC000611636

DOE/accreditation approval date

MM/DD/YYYY