

ESL R801A: LISTENING AND SPEAKING SKILLS - NONCREDIT LEVEL 2

Originator

ptrujillo

Co-Contributor(s)
Name(s)

Sanchez , Mati (msanchez)

Tudman, Kari (ktudman)

College

Oxnard College

Discipline (CB01A)

ESL - English as a Second Language (ESL)

Course Number (CB01B)

R801A

Course Title (CB02)

Listening and Speaking Skills - Noncredit Level 2

Banner/Short Title

Listening & Speaking Skills 2

Credit Type

Noncredit

Start Term

Fall 2023

Catalog Course Description

This course is designed for non-native speakers of English at a high-beginning to low-intermediate level. The course provides listening and speaking practice used in conversational patterns and academic settings. The course also includes grammar points, vocabulary, note-taking, and pronunciation to develop language proficiency and build academic skills. The course emphasizes developing confidence in expressing oneself in English.

Taxonomy of Programs (TOP) Code (CB03)

4930.87 - English as a Second Language–Integrated

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)

E - Five 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

Advisories on Recommended Preparation

ESL R800A

Entrance Skills

Entrance Skills

To succeed in ESL R801A, students should be able to engage in a simple conversation on familiar topics using learned phrases with limited grammatical errors and comprehend spoken requests for repetition and clarification at a high-beginning 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 demonstrate comprehension of spoken English at an intermediate level by providing written or oral responses using correct grammatical structures and vocabulary appropriate for community, academic, and workplace settings. |
| 2 | Students will produce spoken English statements with intermediate level proficiency using grammatical structures and vocabulary appropriate for community, academic, and workplace settings. |

Course Objectives

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

- | | |
|---|--|
| 1 | Hold a brief conversation at an intermediate level with a native speaker of English. |
| 2 | Pronounce English words with minimal accent interference for meaning and understanding. |
| 3 | Comprehend and make statements about community, academics, and workplace skills covered in the course. |
| 4 | Comprehend spoken instances of the grammar and usage principles covered in the course. |
| 5 | Orally produce statements, with intermediate level proficiency, applying the grammar and usage principles covered in the course. |

Course Content

Lecture/Course Content

A. Oral/Aural review of high-beginning to low-intermediate verb forms and usage principles including negative and interrogative forms.

1. Present time frame: simple, progressive, and perfect tenses
2. Past time frame: simple and progressive tenses
3. Future time frame: use of *will* and *be going to*
4. Imperative form

B. Modal auxiliaries:

1. can / could
2. may / might / must
3. should / would

C. Parts of Speech

1. Nouns
 - a. count and non-count
 - b. proper nouns
2. Pronouns
 - a. personal

b. possessive

c. object

3. Adjectives

a. comparative/superlative

b. descriptive/demonstrative

4. Adverbs

a. frequency

b. sequence

c. how, when, where, why

5. Prepositions

a. location

b. as particles: tired of, have to, a lot of

D. Functional Vocabulary

1. Community

2. Workplace

3. Academic

4. Health and wellness

5. Travel

6. Current events

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

Reports/papers

Role playing

Other (specify)

Other

Dictations

Instructional Methodology

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

Class discussions

Collaborative group work

Distance Education

Group discussions

Guest speakers

Instructor-guided interpretation and analysis

Lecture

Role-playing

Small group activities

Other (specify)

Specify other method of instruction

Textbook Reading

Listening and Writing Practice

Describe specific examples of the methods the instructor will use:

Instructor will present students with pictures or video focused on the unit topic and lead class in a discussion related to the pictures or video.

The instructor will present target vocabulary for the unit in the context of a short reading and ask students to use context or prior knowledge to determine the meaning of the target vocabulary.

Students will be put in collaborative groups to practice reading and discussing the reading as the instructor monitors each group. The class will come together, and the instructor will ask each group will report out on 2-3 points that were discussed in the groups.

Representative Course Assignments

Writing Assignments

1. Completion of text activities for grammar and vocabulary practice
2. Dictation practice

Reading Assignments

1. Textbook materials for reading comprehension and discussion topics
2. Current events articles from newspapers, magazines, or internet

Skills Demonstrations

Students will produce spoken English statements with intermediate level proficiency using grammatical structures and vocabulary appropriate for community, academic, and workplace settings.

Problem-Solving and Other Assignments (if applicable)

Viewing of TV news programs, YouTube videos, films
Class presentations on selected topics

Outside Assignments

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Chase, B. T., Johannsen, K. L. et. al. (2018). *Pathways: Listening, Speaking, and Critical Thinking 1* (2nd). Cengage Learning. Boston.

Resource Type

Other Instructional Materials

Description

Materials posted on college's LMS may include videos, articles, and supplemental practice activities..

Resource Type

Other Instructional Materials

Description

YouTube videos.

Resource Type

Textbook

Classic Textbook

No

Description

Lynn, Sarah. *Q:Skills for Success Listening and Speaking 1*, 3rd edition. Oxford University Press. New York, 2020.

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.
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	Students can request for instructor to call or vice versa to answer one-on-one questions about course material or student progress.
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)	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	Students can request for instructor to call or vice versa to answer one-on-one questions about course material or student progress.
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.

100% 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	Students can request for instructor to call or vice versa to answer one-on-one questions about course material or student progress.
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.

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

Linguistics

Reading

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

DTRW-I

11/10/2022

Curriculum Committee

11/23/2022

Board

12/13/2022

Control Number

CCC000594059

DOE/accreditation approval date

MM/DD/YYYY