

ESL R803A: LISTENING AND SPEAKING SKILLS - NONCREDIT LEVEL 4

Originator

msanchez

Co-Contributor(s)
Name(s)

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College

Oxnard College

Discipline (CB01A)

ESL - English as a Second Language (ESL)

Course Number (CB01B)

R803A

Course Title (CB02)

Listening and Speaking Skills - Noncredit Level 4

Banner/Short Title

Listening & Speaking Skills 4

Credit Type

Noncredit

Start Term

Fall 2023

Catalog Course Description

This course is intended for high-intermediate to advanced level English learners who are able to hold a conversation in English on specific topics. The course will prepare ESL students to communicate more effectively in academic, professional, and social settings, and to adequately document and deliver oral presentations. Students will also develop listening comprehension, note-taking, class participation and discussion skills, and communication strategies for success in the college environment. The course provides review of high-intermediate to advanced grammar, vocabulary, and idiomatic expressions.

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)

C - Three 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

Faculty notes on field trips; include possible destinations or other pertinent information

OC Live presentations; community events

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)

52.5

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

52.5

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

52.5

Total Maximum Student Learning Hours

52.5

Prerequisites

Placement as determined by the college's multiple measures assessment process

Advisories on Recommended Preparation

ESL R802A

Entrance Skills**Entrance Skills**

Students should be able to participate in a conversation on a given topic with clear pronunciation and correct use of grammar and vocabulary at a high-intermediate level of English.

Prerequisite Course Objectives

ESL R802A-Speak conversationally and in formal presentations employing proper grammar usage of the future perfect, passive constructions, gerunds and infinitives, and relative clauses.

ESL R802A-Use vocabulary related to real-life competencies, including but not limited to: expressing preferences, describing people and emotional states, describing countries and topography, evaluating, comparing, giving opinions, predicting, reporting, agreeing and disagreeing.

ESL R802A-Employ the following communication skills: thinking critically about a topic and discussing the same, comparing information from different sources, and including cultural perspective.

ESL R802A-Organize information for effective public presentation.

ESL R802A-Effectively use the following: idiomatic use of comparatives/superlatives, gerund as subject, modal auxiliaries, conditionals, and use of subjunctive forms.

ESL R802A-Narrate an experience and deliver an expository speech with minimal accent interference for meaning and/or understanding.

Requisite Justification**Requisite Type**

Advisory

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Part of a sequence of courses in a certificate of completion or a certificate of competency (noncredit only)

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Students will give a 5-10-minute presentation on a given topic in front of the class applying target vocabulary, grammatical structures, and presentation techniques. |
| 2 | Students will use target vocabulary correctly in class presentations and activities. |
| 3 | Students will apply note-taking skills on an academic-level presentation/lecture and to demonstrate comprehension. Notes may involve Cornell style note-taking including main points and definition of terms. |

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

- | | |
|---|---|
| 1 | Comprehend a native speaker's English conversation about everyday topics and basic discussion about academic topics with a minimal need to request clarification. |
| 2 | Speak conversationally and in formal presentations employing proper grammar usage of the future perfect, passive constructions, gerunds and infinitives, and relative clauses. |
| 3 | Use vocabulary related to real-life competencies, including but not limited to: expressing preferences, describing people and emotional states, describing countries and topography, evaluating, comparing, giving opinions, predicting, reporting, agreeing and disagreeing. |
| 4 | Employ the following communication skills: thinking critically about a topic and discussing the same, comparing information from different sources, and including cultural perspective. |
| 5 | Organize information for effective public presentation. |

- | | |
|---|--|
| 6 | Effectively use the following: idiomatic use of comparatives/superlatives, gerund as subject, modal auxiliaries, conditionals, and use of subjunctive forms. |
| 7 | Narrate an experience and deliver an expository speech with minimal accent interference for meaning and/or understanding. |
| 8 | Effectively critique fellow classmates' oral presentations evaluating such items as vocal delivery, speech content, and the speaker's rapport with the audience. |

Course Content

Lecture/Course Content

1. Reviewing Verb Tenses
 - a. Simple
 - b. Past
 - c. Progressive
 - d. Perfect
 - e. Use of "used to"
 - f. Passive construction
2. Grammar Competencies
 - a. Relative clauses
 - b. Gerunds and Infinitives
 - c. The conditional
 - d. Modal auxiliaries
3. Vocabulary Pertinent to Conversational Contexts
 - a. Oral reports
 - b. Current events
 - c. Clichés and idiomatic expressions
 - d. Job interviews
 - e. Asking for and giving advice
 - f. Panel discussions
4. Research Contexts
 - a. Basic library research
 - b. Nature of evidence
 - c. Note-taking
5. Effective Communication Skills
 - a. Native speech patterns/reduced speech
 - b. Idiomatic speech patterns
6. Delivery speech techniques commonly used in effective public speaking
7. Critique of delivery techniques commonly used in effective public speaking

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):

Individual projects
Monologues
Objective exams
Oral analysis/critiques
Oral presentations
Quizzes
Reports/papers
Role playing
Simulations

Instructional Methodology

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

Audio-visual presentations
 Class activities
 Class discussions
 Collaborative group work
 Computer-aided presentations
 Demonstrations
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Internet research
 Lecture
 Modeling
 Observation
 Practica
 Readings
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

Lecture on use of grammar and vocabulary for specified speech topics.
 Instructor-led demonstrations on organizing information for effective public presentation.
 Collaborative group practice for speech presentations.

Representative Course Assignments

Writing Assignments

1. Students will summarize articles assigned for outside reading.
2. Students will write their speeches as preparation for oral presentations.
3. Students will write responses to readings covered in the textbook and class discussions.

Critical Thinking Assignments

Students will prepare and participate in a debate on relevant social/cultural topics.

Reading Assignments

1. Students will be required to complete outside readings as preparation for class and panel discussions.
2. Students will read textbook chapters on topics related to the work place, school, health and wellness.

Skills Demonstrations

Students will give a 5-10-minute presentation on a given topic in front of the class applying target vocabulary, grammatical structures, and presentation techniques.

Problem-Solving and Other Assignments (if applicable)

Written critique on a public presentations such as lectures scheduled through OC Live or other live event.

Outside Assignments

Representative Outside Assignments

Completion of vocabulary and writing assignments in class textbook.

Articulation

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Coastline College	ESL C083N	Speaking and Listening Skills-High Intermediate to Advanced	0
City College of SF	ESL 69	ESL Communication - High Intermediate	3

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Chase, B. T., Johannsen, K. L. et. al. *Pathways: Listening, Speaking, and Critical Thinking 3* (2nd). Cengage Learning. 2018. 9781337407

Resource Type

Other Instructional Materials

Description

College's LMS.

Resource Type

Other Instructional Materials

Description

YouTube videos.

Library Resources

Assignments requiring library resources

Student research in preparation for speech presentations.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Students will presents a persuasive speech using research to support their views.

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 listening and speaking skills. Students will be assigned groups for collaborative activities. Students will record responses to discussion questions.
E-mail	Regular communication between instructor and students and announcements in LMS.
Other DE (e.g., recorded lectures)	Use of video and audio recordings that accompany the textbook.
Video Conferencing	Upon student request.
Synchronous Dialog (e.g., online chat)	Scheduled sessions scheduled with whole class and smaller groups. 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 listening and speaking skills. Students will be assigned groups for collaborative activities. Students will record responses to discussion questions.
E-mail	Regular communication between instructor and students and announcements in LMS.
Other DE (e.g., recorded lectures)	Use of video and audio recordings that accompany the textbook. Students will submit recordings of their presentations
Telephone	Regular communication between instructor and students as needed or requested by students.
Synchronous Dialog (e.g., online chat)	Scheduled sessions scheduled with whole class and smaller groups. 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 listening and speaking skills. Students will be assigned groups for collaborative activities. Recorded responses to discussion questions.
E-mail	Regular communication between instructor and students email and announcements in LMS.
Other DE (e.g., recorded lectures)	Use of video and audio recordings that accompany the textbook. Student will submit recordings of their presentations.

Telephone

Regular communication between instructor and students as needed or requested by students.

Synchronous Dialog (e.g., online chat)

Scheduled sessions scheduled with whole class and smaller groups. A set time each week may be provided when the instructor is available for synchronous chat/office hour 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

Reading

Linguistics

Communication Studies (Speech Communication)

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

CCC000592652

DOE/accreditation approval date

MM/DD/YYYY