ESL R804A: LISTENING AND SPEAKING SKILLS - NONCREDIT LEVEL 5

Originator
ktudman

Co-Contributor(s)

Name(s)
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College
Oxnard College

Discipline (CB01A)
ESL - English as a Second Language (ESL)

Course Number (CB01B)
R804A

Course Title (CB02)
Listening and Speaking Skills - Noncredit Level 5

Banner/Short Title
Listening & Speaking Skills 5

Credit Type
Noncredit

Start Term
Fall 2023

Catalog Course Description
This course is intended for 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 professional, academic, and social settings, and to adequately document and deliver oral presentations both in the workplace and in a classroom setting. Students will also develop listening comprehension, job interview, note-taking, and communication strategies for success in the college and workplace environment. The course provides review of 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)
B - Two 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)
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

Faculty notes on field trips; include possible destinations or other pertinent information
OC Live presentations; community events; visits to businesses participating in the Oxnard Pipeline Program

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 process

Advisories on Recommended Preparation
ESL R803A

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 an advanced level of English.

Prerequisite Course Objectives

ESL R803A-Comprehend a native speaker's English conversation about everyday topics and basic discussion about academic topics with a minimal need to request clarification.
ESL R803A-Speak conversationally and in formal presentations employing proper grammar usage of the future perfect, passive constructions, gerunds and infinitives, and relative clauses.
ESL R803A-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 R803A-Employ the following communication skills: thinking critically about a topic and discussing the same, comparing information from different sources, and including cultural perspective.
ESL R803A-Organize information for effective public presentation.
ESL R803A-Effectively use the following: idiomatic use of comparatives/superlatives, gerund as subject, modal auxiliaries, conditionals, and use of subjunctive forms.
ESL R803A-Narrate an experience and deliver an expository speech with minimal accent interference for meaning and/or understanding.
ESL R803A-Effectively critique fellow classmates' oral presentations evaluating such items as vocal delivery, speech content, and the speaker's rapport with the audience.

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	Respond to job interview questions during a mock interview related to a field of their choosing utilizing the correct grammar structure matching the posed questions and relevant vocabulary and jargon.
2	Give a 5-10 minute research-based presentation in front of the class applying target vocabulary, grammatical structures, and presentation techniques.
3	Apply note-taking skills learned to an academic lecture and a professional presentation to demonstrate comprehension of 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 in multiple settings including social situations, the college classroom, and the workplace with a minimal need to request clarification.
2	Speak conversationally and in formal presentations for work or college employing proper grammar usage of the future perfect, passive constructions, relative clauses, and forms of the conditional.
3	Use vocabulary related to real-life competencies, including but not limited to: expressing preferences, comparing, giving opinions, offering solutions, predicting, agreeing and disagreeing, evaluating, referencing resources, and synthesizing.

4	Employ the following communication skills: demonstrating the use of their own and an awareness of others' non-verbal cues, use of appropriate tone and voice in a variety of situations, intonation for clarification, analyzing and responding to a topic, entering into discussions and offering varied points of view with an awareness of cultural perspectives in a workplace or classroom setting.
5	Organize information for effective public presentation.
6	Effectively use the following: noun clauses, adjective clauses, modals of past possibility, connectors of concession, quantifiers, subjunctive verbs in that clauses, idiomatic expressions especially related to job-specific jargon
7	Use critical thinking skills to analyze, synthesize, interpret visuals, predict, and evaluate academic and professional texts.
8	Deliver a presentation with minimal accent interference for meaining and/or understanding.
9	Effectively critique fellow classmates' oral presentations evaluating such items as vocal delivery, speech content and organization, and the speaker's rapport with the audience.

Course Content

Lecture/Course Content

A. Reviewing Verb Tenses
1. Simple
2. Past
3. Progressive
4. Perfect
5. Passive vs. Active

B. Grammar Competencies
1. Relative clauses
2. Conditionals
3. Noun and adjective clauses, appositives
4. Modals of past possibility
5. Subjunctive in "that" clauses

C. Vocabulary Pertinent to Conversational Contexts
1. Idiomatic expressions
2. Career-specific jargon
3. Job interview
4. Running a meeting
5. Participating in discussions
6. Summarizing and synthesizing for presentations
7. Offering an opinion
8. Panel discussions

D. Research Contexts
1. Library research
2. Nature of evidence
3. Analysis of charts, graphs, and other visuals for data
4. Note-taking

E. Effective Communication Skills
1. Native speech patterns
2. Idiomatic speech patterns
3. Delivery speech techniques commonly used in effective public speaking
4. Use of non-verbal communication techniques for effective public speaking and participating in discussions
5. 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):

Group projects
Individual projects
Objective exams
Oral analysis/critiques
Oral presentations
Quizzes
Reports/papers
Role playing
Simulations
Written analyses

Instructional Methodology

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

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

Describe specific examples of the methods the instructor will use:

1. Lecture on use of grammar, vocabulary, and anxiety-reducing techniques for specified presentations.
2. Modeling with examples of specified presentations and effective communication in discussions and conversations.
3. Collaborative group practice for presentations and job interviews.

Representative Course Assignments

Writing Assignments

1. Students will summarize and synthesize chapters from the readings and outside assigned resources.
2. Students will create outlines for presentations.
3. Students will write responses to readings covered in the textbook and class discussions.

Critical Thinking Assignments

Following a listening activity on urban challenges, students will research one of the topics covered or a related problem and offer solutions in a presentation to the class.

Reading Assignments

1. Students will read textbook chapters on topics related to the environment, business and economics, health, and technology.
2. Students will research and read articles related to their desired field of study and future career.

Skills Demonstrations

Respond to job interview questions during a mock interview related to a field of their choosing utilizing the correct grammar structure matching the posed questions and relevant vocabulary and jargon.

Problem-Solving and Other Assignments (if applicable)

Students will participate in a mock job interview following a lecture from a guest speaker from the business community in Oxnard. Students will be given a list of possible questions ahead of time to allow them to work with the instructor and/or a tutor to compose grammatically correct responses. In addition, students will also be asked unrehearsed interview questions. Students will then complete a reflection on the activity.

Outside Assignments

Representative Outside Assignments

1. Assignments in class textbook
2. Research and readings related to job-specific content.

Articulation

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Monica College	ESL 915	Listening/Speaking/Pronunciation	0
Glendale Community College	ESL 82	Advanced Conversation	0
Alan Hancock College	NESL 7544	Advanced Conversation for ESL	0

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

Yes

Description

Chase, B. T., Johannsen, K. L. et. al. (2018). *Pathways: Listening, Speaking, and Critical Thinking 4* (2nd). Cengage Learning. 9781337407748

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 prepare a presentation about an urban problem and offer a solution based on research to support their proposed solution.

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
English as a Second Language (ESL): Noncredit (per 5 CCR 53412(e))
Communication Studies (Speech Communication)
Reading
Linguistics

Review and Approval Dates

Department Chair
09/20/2022

Dean
09/20/2022

Technical Review
09/28/2022

Curriculum Committee
09/28/2022

DTRW-I
11/10/2022

Curriculum Committee
11/23/2022

Board
12/13/2022

DOE/accreditation approval date
MM/DD/YYYY