



EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

General Course Information

Subject: ESL
Course Number: 51C
Descriptive Title: Advanced Listening, Speaking, and Pronunciation
Division: Humanities
Department: English as a Second Language
Course Disciplines: English as a Second Language

Catalog Description:

This course builds students' confidence and ability in listening and speaking, emphasizing fluency, natural pronunciation, and idiomatic expressions. Students listen to authentic English-language materials such as Youtube videos, TED Talks or similar professional presentations on academic topics, clips from television shows, songs, and films, and other real-life listening material. Pronunciation focuses on stress, intonation, suprasegmental linking, and comprehensibility. Students work individually and in groups on a variety of projects such as job interviews, illustrated presentations, pitching a business idea, mock trial, and panel discussions or debates.

Conditions of Enrollment:

Prerequisite: Prerequisite English as a Second Language 51B with a minimum grade of C, Noncredit English as a Second Language 51B, or qualification by assessment

Course Length: Full Term

Hours Lecture (per week): 5
Hours Laboratory (per week): 0
Outside Study Hours: 10
Total Hours: 90

Course Units: 5

Grading Method: Letter Grade only
Credit Status: Credit, non degree applicable

Transfer CSU: No **Effective Date:**
Transfer UC: No **Effective Date:**

General Education:

ECC

Term: **Other:**

CSU GE:

Term: **Other:**

IGETC:

Term: **Other:**

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)

SLO #1

Students will plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic.

SLO #2

Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features.

SLO #3

Students will select and retain salient information from advanced-level sources.

SLO #4

Students will formulate questions and respond appropriately in academic and other advanced-level situations.

B. Course Objectives (The major learning objective for in this course are listed below)

1. Select salient information, such as main ideas and supporting details, from academic lectures and other listening comprehension tasks.
2. Demonstrate the ability to meet the expectations of an American college classroom, such as asking and responding to questions, role-playing, leading discussions, working as a team, and participating in discussions or debates on controversial topics.
3. Employ appropriate nonverbal aspects of language in the American context, such as eye contact, facial and body gestures, proximity, and appropriate vocal tone.
4. Read and transcribe phonetic symbols, demonstrating the ability to pronounce and self-correct American English consonant and vowel sounds, clusters, and stress and intonation patterns.
5. Demonstrate the ability to self-correct pronunciation errors in the context of various activities.
6. Select a topic and compose a speech that is well-researched, organized, supported by well-designed visuals, and presented with the appropriate linguistic and para-linguistic features.
7. Compare and contrast American customs and values with those of other cultures.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Major Topics

I. Listening skills and comprehension of specific facts and details (12 hours, lecture)

- A. Dictation, cloze, or similar exercise.
- B. Listening practice on topics across the curriculum, such as history, business, and psychology (e.g. podcasts, TED talks, etc).

II. Pronunciation of vowels (8 hours, lecture)

1. Written practice
2. Aural/oral practice

III. Pronunciation of consonants and consonant clusters (8 hours, lecture)

1. Written practice.
2. Aural/oral practice.

IV. Rules for stress patterns while reading aloud (4 hours, lecture)

- A. Words
- B. Phrases

V. Stress and intonation patterns (8 hours, lecture)

1. Aural/oral drills.
2. Role-play.
3. Other aural/oral activities.

VI. Notetaking skills (8 hours, lecture)

1. For lectures
2. From classmates in small group discussions
3. Summarizing notes and reporting to the class

VII. Discussion and participation skills (12 hours, lecture)

1. Cross-cultural topics such as non-verbal communication, friends and relationships, and family roles
2. Controversial and/or universal topics such as global warming, nutrition, and health practices
3. Various formats of discussions such as group discussions, oral presentation, panel discussions, debates, and mock court cases
4. Mock job interviews

VIII. Basic research skills (6 hours, lecture)

1. Library
2. Databases online
3. Search engines such as Google
4. Methods of organizing materials with an introduction, body, and conclusion
5. Researching to prepare for 8 to10 minute formal speeches on appropriate cross-cultural topics

IX. Skills needed to participate in impromptu speeches (10 hours, lecture)

1. Active listening
2. Summarizing/reporting group discussions
3. Role-play
4. Skits
5. Short dramas

X. The process of discussing American socio-cultural values in contrast to values of students' own and other cultures (8 hours, lecture)

1. Researching materials for discussion
2. Organizing materials for discussion
3. Participating in small-group and class discussions

XI. Correct use of words/ word forms, idioms, and vocabulary in conversational or related contexts. (6 hours, lecture)

- A. Speeches
- B. Role-plays
- C. Written exercises

Total Lecture Hours: 90

Total Laboratory Hours: 0

Total Hours: 90

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation

3) Skills demonstration

B. Typical Assignment Using Primary Method of Evaluation

Prepare a formal 8- to 10-minute speech on a cross-cultural topic such as marriage customs or child-rearing practices. Prepare a visual aid to help in your presentation. Deliver the speech, with attention to appropriate content and organization, oral fluency, volume, time management, and body language. After viewing a video of the presentation and considering peer evaluations, prepare a one- to two-page written self-reflection focusing on how to improve your next speech.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Prepare a formal 8- to 10-minute research-based speech on a cross-cultural topic such as family relations/roles, educational institutions, or work practices, or appropriate research topics such as environmental issues (rainforests, global warming, or smoking). Deliver the speech, with attention to appropriate content and organization, oral fluency, volume, time management, and body language. Be able to respond to questions and comments from peers.

Critical Thinking Assignment 2:

Prepare a topic to participate in a panel presentation or debate. Examples of topics include surrogate motherhood, truth in advertising, or the benefits of education. Research the topic, considering the pros and cons and your position on the topic. Work with members of your group to locate additional information to present/support your position. Be prepared to support your position in a Q & A (question and answer) follow-up, or to refute or rebut opposing arguments.

D. Other Typical Assessment and Evaluation Methods

Class Performance, Completion, Multiple Choice, Performance Exams, True/False, Written Homework

V. Instructional Methods

Discussion, Field trips, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Other (specify), Role play/simulation

If other:

Online listening

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. Work Outside of Class

Answer questions, Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Other (specify), Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)

If Other:

VII. Texts and Materials

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Chase, Betty Tarver, et al. Pathways: Listening, Speaking, and Critical Thinking 4. National Geographic Learning, 2018.

Datesman, Maryanne, and JoAnn Crandall. American Ways: An Introduction to American Culture. 4th ed. Pearson, 2014.

Textbook Qualifier: Discipline standard

DeFilippo and Sadow. Dictations for Discussion. Pro Lingua, 2011.

Textbook Qualifier: Discipline standard

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Gilbert, Judy. Clear Speech. 4th ed. Cambridge, 2012 (Discipline Standard)

C. Required Supplementary Readings

D. Other Required Materials

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite: Prerequisite

Category: sequential

Requisite course(s): List both prerequisites and corequisites in this box.
English as a Second Language-51B

Or

Noncredit English as a Second Language-51B

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

Pronounce phonemes approximating standard American pronunciation and sentence stress and intonation patterns, including the appropriate use of contractions and reduced forms.

ESL 51B/ NESL 51B - Recognize and practice pronouncing phonemes that approximate standard American pronunciation of English.

Prepare and deliver intermediate-level formal and informal oral presentations.

ESL 51B/NESL 51B -Prepare and deliver effective oral presentations, with attention to speaking loudly and clearly enough to be understood, making eye contact, avoiding distracting habits, using visuals appropriately, and considering the interests of the audience.

Express opinions, explain ideas, defend viewpoints, and support ideas verbally.

ESL 51B/NESL 51B - Express opinions, explain ideas, defend viewpoints, and support ideas verbally.

Identify the main ideas of a lecture, podcast, movie, or other oral presentation and record the information through note-taking.

ESL 51B/NESL 51B - Identify the main ideas of a lecture, podcast, movie, or other oral presentation and record the information through note-taking.

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite: Qualification by assessment.

Upon enrollment at ECC, ESL students are required to take the norm-referenced Accuplacer assessment test, and to meet with an ESL placement representative, to assess the level of their English reading and writing skills. The outcomes of these tests are used to place students in the appropriate ESL classes for their skill levels, or to refer students to area adult schools for beginning language instruction. Without assessment a student may not enroll in the appropriate class for his/her skill level, and will be highly unlikely to success in the course.

Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable

Pronounce phonemes approximating standard American pronunciation and sentence stress and intonation patterns, including the appropriate use of contractions and reduced forms.

Recognize and practice pronouncing phonemes that approximate standard American pronunciation of English.

Prepare and deliver intermediate-level formal and informal oral presentations.

Prepare and deliver effective oral presentations, with attention to speaking loudly and clearly enough to be understood, making eye contact, avoiding distracting habits, using visuals appropriately, and considering the interests of the audience.

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C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: R. Daniel Houston

Date: 10/25/1977

Original Board Approval Date:

Last Reviewed and/or Revised by: Matthew Kline

Date: 05/06/2021

Last Board Approval Date: 07/19/2021