

# ESL 0822F - INTERMEDIATE ESL THROUGH FILM

## Catalog Description

Prerequisite: Eligibility for ESL 820 or 830 levels

Hours: 27 (9 lecture, 18 activity)

Description: Intermediate speaking and listening skills for non-native speakers of English through film. Popular American films enhance cultural competency and build fluency in the exchange of ideas in small groups. Includes viewing of films and film excerpts, lectures, group discussions, oral presentations, and reading and writing summaries and reviews. (pass/no pass grading) (noncredit)

## Course Student Learning Outcomes

- CSLO #1: Distinguish and analyze themes, ideas, and details in aural texts focused on American film and popular culture.
- CSLO #2: Generate orally affirmative, negative, and interrogative as well as common vocabulary, idioms, and expressions.

## Effective Term

Fall 2022

## Course Type

Noncredit

## Contact Hours

27

## Outside of Class Hours

27

## Total Student Learning Hours

54

## Course Objectives

Content will be taught with authentic language that focuses on American popular culture and film at intermediate level situations and functions for college. Through integrated skills study and practice at an intermediate level, students will:

Lecture/Discussion:

1. Analyze authentic written texts (e.g., film reviews, articles on popular culture related to film) for comprehension;
2. Compose written responses to film content by applying intermediate level grammar and vocabulary to convey intended meaning; and
3. Apply technology and research skills to find and evaluate information for class projects and assignments.

Activity/Lab Objectives:

1. Construct meaning of authentic language in films through listening comprehension, speech, vocabulary and idiom analysis;
2. Argue and defend ideas in pair and group discussions including generating and responding to questions;
3. Demonstrate intermediate-level socio-linguistic competency in pair and group discussion; and

4. Develop and present at least two short oral projects to demonstrate intermediate-level oral competency.

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- Not Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: Students earn participation points for active contribution and using appropriate targeted structures/phrases for group discussion.
- Objective Examinations
  - Example: Students will take a quiz on film vocabulary. Sample question: Read the sentences, underline the collocation and circle the letter for the correct missing word. The film opened with rave \_\_\_\_\_. 1. reviews 2. regency 3. meetings
- Projects
  - Example: Students present orally a movie review with visual support (e.g.; lecture slides) incorporating film vocabulary and idioms. The presentations will be evaluated using a standard rubric for content, appropriateness, quality of visuals and delivery.

## Repeatable

Yes

## Methods of Instruction

- Activity
- Lecture/Discussion
- Distance Learning

Activity:

1. Students view a short video that shows a student group discussion. In groups, students discuss the following questions: What were the students doing? How were the students talking to each other (politely/angrily)? What are some phrases or expressions that you noticed? What method did the students use to take turns? Instructor circulates to guide groups as needed. Instructor draws the class's attention and asks students to share out their findings to the whole class. Instructor informs students that sharing opinions is an important part of the American college classroom experience. Students are expected to state their views on a topic and also express agreement or respectful disagreement with other views along with justification, or reasons, for their views. This often takes place in small group discussions. This type of sharing is also common in American social situations. Instructor distributes a handout of phrases for expressing both agreement and disagreement, and phrases that may be used to signal someone will speak first, accepting the turn when offered, signaling that you are going to continue, and offering other people the chance to speak. Instructor models the expressions and asks students repeat. Instructor clarifies any questions about the vocabulary. Students share their opinions in group about a previously watched short Pixar, *Geri's Game*. Students

practice including justification and using appropriate signals as they take turns. Instructor monitors and offers correction and encouraging feedback.

2. Instructor will model giving an oral presentation with PowerPoint. Instructor will first model a poor presentation (reading from notes, looking at slides instead of audience). Students will note instructor's delivery on a worksheet that can be checked (speed, volume, energy, eye contact) and add any additional comments. Instructor will model a better presentation (with energy, good pacing and volume). Students will work in groups and compare the presentations. Together they will make a list of the five most important features of a good presentation

#### Lecture:

1. Instructor uses projector to display photo of refugees. Instructor distributes a short reading that explains the escape route for refugees during World War II. Instructor uses the document camera to model basic annotation—noting questions with a question mark and star to note an interesting piece of information. Students annotate as they finish reading the paragraph silently. Once students have completed the reading, instructor clarifies any vocabulary and facilitates short class discussion of what they noted or questioned while reading.
2. Instructor provides an adapted version of Roger Ebert's review of "Indiana Jones and the Raiders of the Lost Ark." Instructor directs students to work in pairs to find key features of the review (e.g. opinion, details, comparison to other films). Instructor will then lead a discussion of "Casablanca," which the class has recently watched. The instructor will elicit favorable and unfavorable opinions and the support for each and write the student feedback on the whiteboard. Instructor will direct students to select their position and use the details and any additional of their own to fill-out a graphic organizer to be used as a basis for a movie review.

#### Distance Learning

1. In a small group discussion board, students will write and post their review of a pre-selected movie. The instructor will have provided a sample review in writing or in a video with screenshots as a positive goal for them to evaluate and understand. Next, students will give each other feedback on the reviews using a rubric with specific items to assess like whether the student included a summary written in their own words, followed by a well-developed opinion that includes explanation and examples.
2. Using a series of short video excerpts, the instructor will guide students to notice the language used for expressing opinion. Students will take notes on a shared group wiki page for later review and ultimate use in other graded discussions and presentations. The instructor will include this vocabulary in other assignments and the associated rubrics.

## Typical Out of Class Assignments

### Reading Assignments

1. Students read an instructor provided short article on World War II as a preview for Casablanca. Students annotate for new or unclear vocabulary highlighting only 2 words, questions, and interesting facts. Students look up unclear vocabulary words in English language dictionary to find word form, definition, and collocations and use information to fill out personal vocabulary log. Students write 5 wh-questions and bring to class to be used in group discussion. 2. Students read authentic review from a film book, newspaper, or website of previously watched film. Students

highlight main idea and key points. Students note their own response—disagreeing or agreeing with the reviewer.

## Writing, Problem Solving or Performance

1. Students use instructor-provided graphic organizer to compile key information about genre, characters and setting before viewing film. Students complete the section related to plot during the viewing of the film. After viewing the film, students compare notes with other students in small groups to fill in any gaps. Students use information from graphic organizer to write a one paragraph summary of the film. 2. Students write and conduct a campus survey related to favorite movies genres and actors. Students will practice getting people's attention, requesting assistance, explaining their task, asking questions, recording answers, and thanking participants. Students will also practice polite responses to non-participants. Students will share results in class in groups.

## Other (Term projects, research papers, portfolios, etc.)

### Required Materials

- From Margin to Centre? Images of African-American Women in Film." Social Alternatives
  - Author: Jones, Sharon L.
  - Publisher: Social Alternatives
  - Publication Date: Oct 98, Vol. 17 Issue 4, p35
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:
- Mickey and the Tramp: Walt Disney's Debt to Charlie Chaplin
  - Author: Jackson, Kathy Merlock
  - Publisher: Journal of American Culture
  - Publication Date: Dec '03, Vol. 26 Issue 4, p439
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:
- John Ford's Mythic West
  - Author: Walsh, Victor A.
  - Publisher: American History
  - Publication Date: Feb 2016, Vol. 50 Issue 6, p34
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:

## Other materials and-or supplies required of students that contribute to the cost of the course.

Instructor-created handouts for intermediate level ESL related to film and American popular culture.