

ESL 0840L - ACADEMIC LISTENING AND SPEAKING

Catalog Description

Prerequisite: Placement by ESL matriculation assessment process or completion of ESL 5300 with grade of "C" or better or 8300 with grade of "Pass"

Advisory: Completion of ESL 25C and ESL 25G with grades of "C" or better
Hours: 54 lecture

Description: Language acquisition of college-level listening, speaking, vocabulary, and research for advanced-level English language learners. Students engage in academic coursework with small-group discussion, presentations, lectures, videos, and podcasts, including an analysis of cultural perspectives and contributions and social experiences of under-represented ethnic or racial groups. (pass/no pass grading) (noncredit)

Course Student Learning Outcomes

- CSLO #1: Report, summarize, and evaluate academic course lectures, videos, and podcasts based in interpreted and inferred meaning, both direct and implied, while discerning fact from opinion, including the use of research-based evidence.
- CSLO #2: Interpret and produce academic language representative of American cultural norms and social cues necessary for successful participation in small-group and class discussions for clear, empathetic understanding and effective communication.
- CSLO #3: Analyze and implement the use of rhetorical patterns for developing ideas and opinions typical of western thinking that demonstrate sound reasoning, logical organization, and coherence devices.

Effective Term

Fall 2024

Course Type

Noncredit

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

Cultural, Social, and Environmental Justice Component Integrated within course lectures, podcasts, videos, discussion, and research:

1. Analyze and evaluate a variety of cultures, including the American culture, the cultures of their classmates, and the students' own cultures.
2. Examine historical and cultural events and contexts from influential lecturers and presenters with diverse perspectives.
3. Analyze the contributions to knowledge, civilization, and society that have been made by members of various ethnic or cultural groups.

4. Evaluate the rhetorical patterns and logic systems inherent in American patterns of reasoning and those of the students' cultures of origin.
5. Synthesize knowledge of students' own cultural backgrounds with students' knowledge of American culture and other cultures through formal and informal presentations, discussions, lectures, videos, and podcast materials.

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 will present their company and code of ethics to the class orally.
- Objective Examinations
 - Example: Students will be evaluated through quizzes (timed and with time restrictions), and through their discussion board answers (feedback and points will be given.) Ex: Explain how Enron CEO hid their investment losses. Ex: T or F - Enron employees not only lost their jobs, but also their pensions.
- Projects
 - Example: Students work in pairs. An activity is given in which they need to create a code of ethics for their new company. First, they create a company name, product and mission. Then they together negotiate terms of a written code of ethics for their employees. Then, they determine exactly how they will monitor the employees compliance with their code of ethics.

Repeatable

Yes

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Critical Thinking: Instructors will ask students to think about a topic and make hypotheses prior to listening to a lecture or interview. What is ethics? Is it different from morals? How do the two compare? What is business ethics? Can business be good for society? Have you heard of cases when businesses did not act ethically? What is good versus bad business? For example: After a business lecture on "good business," and another on principles of business ethics, students will discuss issues such as fraud, corruption, white-collar crime, and its impact on both stockholders and stakeholders. Then the instructor will play an interview with both Costco former CEO Jim Sinegal and Zappos CEO. Students will discuss questions regarding company policies and code of ethics.
2. Reading: Instructors will provide students with articles to read related to a lecture or discussion topic (eg. the Enron Scandal). Instructors will then model a "read aloud" exposing the internal reading process

and critical thinking with the use of annotation, questioning, and relating to the material. Students will then answer comprehension questions written by the instructor to highlight target vocabulary from the article.

Distance Learning

1. Students will watch news video clips of the impact of the ENRON scandal. The instructor will highlight how to use critical thinking by guiding students to analyze language that shows bias, by unpacking reduced grammar structures and clauses, explaining figurative language, and offering American cultural and historical context. Students will respond to questions designed by the instructor to help students analyze aural material, compare/contrast, as well as consequences of ethical and unethical behavior in business. Additionally, the instructor will guide students through a podcast offering the perspective of marginalized populations impacted by the scandal. Writing: Students post questions to the discussion board and write their answers according to an instructor provided rubric. After they post their answers, they post again at least twice in responding to other students' answers using critically developed and supported replies, with graded feedback from the instructor.

- Author: Hamlin & Koza
- Publisher: Oxford University Press
- Publication Date: 2015
- Text Edition: 1st
- Classic Textbook?:
- OER Link:
- OER:
- Q Skills for Success
 - Author: Susan Erle-Calin
 - Publisher: Oxford University Press
 - Publication Date: 2016
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:

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

Typical Out of Class Assignments

Reading Assignments

Example 1: Research a topic (e.g. Effect of agriculture in the local area as correlated with global warming) for group presentation using the internet and print sources. Take notes and work with other group members to organize information for presentation. Example 2: Review lecture notes on a mini-lecture on intercultural communication styles. Read case studies on miscommunication. Prepare to respond in small-group discussions with critique and potential solutions to at least 2 of these situations.

Writing, Problem Solving or Performance

1. Develop responses to questions on listening materials that use explanations, reasoning, and examples.
2. Provide critical and constructive peer-reviewed feedback to classmates' presentations.
3. Formal, academic note-taking on lecture and other classroom listening events.
4. Create outlines and organizational materials for oral presentations.

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

1. Extensive listening logs.
2. Formal presentations using academic modes of rhetoric: information, persuasion, argumentative (up to 5 minutes).
3. Short informational presentations (up to 2 minutes).

Required Materials

- 21st Century Communication
 - Author: Christian Lee
 - Publisher: NGL/Cengage
 - Publication Date: 2017
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- Inside Listening & Speaking