ESL121/221/321 Listening and Speaking

Instructor: Trena Anderson
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Class Time: Monday and Wednesday 9:00-11:50am
Locations: Class - Barstow (BA) 206B; Computer Lab - BA110
Office Hours: By appointment

Course Descriptions

**121. Listening and Speaking I (Beginning Level)**
This course aims to increase the spoken fluency, conversational vocabulary and listening comprehension of emerging English language learners. Students will be given opportunities hearing English used in natural conversations in a variety of contexts. Students will also practice speaking English in structured and semi-structured situations, with an emphasis on providing students with a grammatical and communicative framework for managing everyday functions, such as asking and responding to questions and directions.

**221. Listening and Speaking II (Intermediate Level)**
This course will focus on developing students' English communication skills appropriate for an academic environment. Students will develop their skills in creating presentations and participating in class discussions, as well as engage in interactive activities that will strengthen their pronunciation skills in English.

**321. Advanced Integrated Communications (Advanced Level)**
In this course, students will practice communication in various settings and for a wide range of professional and academic purposes, integrating all the language skills, with a special emphasis on speaking and listening in an academic environment. The course will provide a support framework for the English language learner who is ready to be immersed in full-time university academic work. Topics include: oral presentations skills, group work, multimedia activities involving listening and speaking, and higher level pronunciation work.

Course Objectives

**121. Listening and Speaking I (Beginning Level)**
- Develop ability to carry on basic conversations about everyday topics
- Learn to ask questions on complex social topics
- Learn to use appropriate social interactions both verbally and non-verbally
- Develop basic interactive strategies for initiating, maintaining, and concluding conversations
- Develop more native-like stress patterns
- Use appropriate intonation patterns, such as in wh- questions, yes/no questions, choice questions, and listing information
- Develop and use comprehensible speech
- Increase confidence while speaking in formal and informal settings
- Make simple presentations up to 5 minutes in length
- Focus on topics of general and cultural interest
• Listen to informal and formal recorded conversations
• Focus on discourse of about 10 minutes
• Answer comprehension questions about discourse content
• Practice understanding complex questions
• Recognize reductions of speech

221. Listening and Speaking II (Intermediate Level)
• Use effective interactive strategies for initiating, maintaining, and concluding conversations
• Give both planned and impromptu speeches
• Use appropriate body language while communicating, including eye contact, facial expressions, gestures, and body positioning
• Develop comprehensible speech that is smooth and effortless
• Demonstrate confidence while speaking in formal and informal settings
• Make academic presentations up to 10 minutes in length that are well-organized and well-supported
• Focus on topics of human interest, current events, and culture
• Make inferences about information in audio and video recordings
• Increase understanding of a variety of different dialects
• Concentrate on discourse of 5-15 minutes
• Develop confidence in understanding natural speed discourse
• Complete outlines, answer comprehension questions, and write summaries
• Be introduced to academic lectures and note-taking

321. Advanced Integrated Communications (Advanced Level)
• Develop effective interactive strategies, such as agreement, disagreement, and expressing opinions
• Give both planned and impromptu speeches
• Demonstrate comprehensible speech that is smooth and effortless
• Demonstrate confidence while speaking in formal and informal settings
• Learn to argue opinions and facts in formal and informal debates on controversial topics
• Actively lead and participate in roundtable discussions of up to 50 minutes in length
• Make academic presentations up to 20 minutes in length that are well-organized and well-supported
• Develop confidence in understanding natural-speed discourse on topics of human interest, culture, and most importantly current news events
• Gather information given at natural speed by practicing the taking of note
• Focus on discourses of 10 to 15 minutes by answering questions
• Determine specific details and make inferences about information gathered
• Be able to give a report/presentation on a self-chosen topic
• Be able to question speakers about their report topics
• Take spot quizzes after hearing a report
• Become accustomed to different accented forms of English from recorded reports and other students
• Develop concentration and comprehension by focusing on academic lectures, interviews, and presentations, both recorded and live, of 12 to 50 minutes in length
• Practice effective note-taking strategies, including outlining main ideas and supporting details
• Organize and synthesize information
• Experience listening to a variety of speakers lecturing on a variety of topics
• Gather information from natural speed discourse
• Visit college classes, take notes, and report to classmates about the classes
• View films on American culture and be capable of comprehending them
Learning Outcomes

By the end of the course, students will:

• Acquire new vocabulary, and use more sentences to elaborate on main points
• Identify main ideas, key details, and supporting evidence when listening, taking effective notes
• Use verbal sign-posts that facilitate clarity and comprehension of spoken English
• Use English-language stress and intonation
• Speak with improved pronunciation
• Acquire digital literacy and media literacy tools that are pertinent to college readiness, professionalization, America’s diverse cultures, and American civics.
• Build upon what others say while participating in academic discourse with peers and instructor
• Acquire strategies to design and present persuasive multimodal presentations to an audience
• Demonstrate an awareness of different audiences and purposes in order to navigate different kinds of verbal and/or face-to-face communications—informal, formal, interactional, and transactional.

Calendar

The course calendar will be posted on eLearning and will be updated periodically to include daily lessons, homework assignments, events, and important dates. Pacing and content may be altered to reflect the proficiencies and needs of students. The Midterm Oral Exam is scheduled for Monday, March 6th, 2017, and the Final Oral Exam will be on Monday, May 8th, 2017.

Evaluation

Throughout the semester, students will receive feedback on assignments with the purpose of highlighting students’ successes and areas for improvement. My evaluation will consider both process of creation and the finished products. I’ll use the following system:

Short assignments and activities 25 (graded pass or fail)
Midterm: Oral Exam 10
Project Components: Conferences & Academic-Literacy and Digital-Literacy 25
Participation and Reflection 25
Final: Oral Exam 15
Total 100 points

At the end of the semester, a grade of satisfactory or unsatisfactory will be submitted to the registrar’s office, where satisfactory indicates successful completion of this class. Successful completion of the Intensive English Language Program, however, is measured by Carroll University’s and the Office of International Education’s requirements for international students. The requirements are informed by students’ TOEFL ITP test scores, which will be administered at the start and end of the semester.

In sum, after taking this class your records will indicate whether you’ve fulfilled your obligation to attend and participate in the program at your level and/or satisfactorily progressed from your starting English-language proficiency (beginner, intermediate, or advanced) and/or that you’ve achieved a TOEFL ITP test score that satisfies Intensive English Language Program requirements.
Policies

Email is the best way to reach me: twanders@carrollu.edu Check your campus email and our course eLearning regularly. There you’ll find announcements, assignments, and resources. Please, if you have any questions about using Carroll University’s communications or learning technology, ask for help.

Accommodations for Disabilities: Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.

Attendance is handled according to the guidelines set by the chair of the Department of English and Modern Languages.
- If you arrive more than 10 minutes late for class, you will be marked as “tardy”.
- Three late arrivals marked as a tardy equal one absence.
- More than two absences may negatively affect your grade in that course as “satisfactory” or “unsatisfactory”.
- More than six absences constitute a grade of unsatisfactory and you will be dropped from the course.
- See “Intensive English Language Attendance Policy” for full attendance statement.

Academic Integrity - All presentations with faulty citations or sourcing issues (whether deliberate or inadvertent) will result in a meeting with the instructor. The Carroll University Academic Integrity Policy is located in your student handbook (http://www.carrolu.edu/campuslife/pdfs/handbook.pdf). I encourage you to familiarize yourself with it. You need to do your own work, use your own words, and formulate your own ideas. When you rely on others, using their words, ideas, or research, you need to cite them. If a student violates this policy in any way, I reserve the right to impose a sanction of unsatisfactory on the assignment/assessment or unsatisfactory in the course.

Use of Technology: There are appropriate times to use laptops, phones, and tablets as educational tools; but unless I announce that these devices will be useful for a given activity, we will have a “low-tech policy” so we can more earnestly develop face-to-face communication skills necessary to speak and listen in English. Personal mobile devices will remain in a basket visible to all during instructional time unless told otherwise, and can be retrieved during breaks.

Respect one another. Use inclusive language; I do not tolerate language that discriminates based on race, ethnicity, religion, gender, sexual orientation, etc.

Communication: When relevant, I will communicate with the department chair and/or the Office of International Education (OIE) about students’ progress, needs, and/or issues.

The instructor and the University reserve the right to modify, amend, or change the syllabus as the curriculum and/or program require(s) as needed. Students will be notified of any changes during class.