ESL121/221/321 Listening and Speaking & ESL123/223/323 Special Topics

Instructor: Michael Stock mstock@carrollu.edu
Class Time: Monday and Tuesday 9:00-11:50am and 1-2:50pm
Location: class, Barstow (BA) 206B; computer lab, BA110; office, BA106
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.

123/223/233 ESL Special Topics (Beginning/Intermediate/Advanced Levels)
This course will engage beginning English language learners on a variety of topics, which may include: pronunciation, English for special purposes like professional contexts, cultural diversity in the U.S., current events, and media.

Integrated Learning Outcomes
By the end of the course, students will:
• Achieve academic literacy to prepare for success at the university level
• Acquire new vocabulary, and use more sentences to elaborate on your 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 stress to emphasize important spoken content and intonation when asking questions
• 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**
Check the course calendar daily. It will be posted on eLearning and updated periodically to include homework assignments and important dates. Pacing and content may be altered to reflect the proficiencies and needs of students.

**Evaluation**
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 test will be administered on the first and last days of classes. In sum, after taking this class your records will indicate that you’ve 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.

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

**Short assignments and activities** 25 (graded pass or fail)

**Midterm: Oral Presentation** 25

**Final Project Components: Conferences & Academic-Literacy and Digital-Literacy** 20

**Leading an academic or cultural discussion** 30

**Total 100 points**

Finally, participation is important in one’s education. Excellent participation involves listening as well as speaking. Participation will be taken into consideration for group work, discussions, out-of-classroom excursions, use of library facilities, and in-class or computer-lab workshops.

We will discuss what participation means, and we will discuss other typical academic conventions explicitly. Come to me if you have any questions about this syllabus, other course documents, course content, English-language issues, Carroll University resources, or unfamiliar academic conventions. I’m happy to help you or refer you to other staff and faculty members whom can help!
Policies

Attendance will be handled according to the guidelines set by the chair of the Department of English and Modern Languages and by other administrators and faculty involved with the Intensive English Language Program. The official attendance policy will be presented to students during the first week of classes and will be posted on the course site. After 2 absences, I may require a meeting with the student.

There are appropriate times to use technology like laptops, phones, and tablets as educational tools; I don’t want to arbitrarily restrict devices. Still, unless I announce that these devices will be useful for a given activity, we’re going to stick with a low-tech policy. That way, we can more earnestly develop face-to-face communication skills. If you are wasting time and using your devices inappropriately in class, you may lose the privilege to access them.

Respect yourself, each other, and your instructor. Use inclusive language; I do not tolerate language that discriminates based on race, ethnicity, religion, gender, sexual orientation, etc. Respect also includes fostering a positive environment for learning. If you consistently disrupt others’ learning environment with rude behavior—for example, sleeping during lessons—you may be referred to the department chair and/or an office of student support to discuss.

Email is the best way to reach me: mstock@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.

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.

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.

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

The instructor and IEL academic program reserve the right to modify, amend, or change the syllabus and unit calendars.