

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 451

COURSE TITLE

ESL INT/ADV CONVERSATION

TYPE COURSE

NON-FEE

ESL

CATALOG COURSE DESCRIPTION

This course develops students' listening and speaking skills to function effectively in professional, academic and social settings. Instruction focuses on comprehending and interpreting information presented orally and/or in writing and participating in a range of collaborative discussions. Extensive practice in listening and speaking is emphasized. Critical thinking skills and diversity awareness are integrated throughout the course. (FT)

LECTURE/LABORATORY HOURS

180

ADVISORIES

ESL Beginning Conversation or equivalent and
ESL Intermediate Low or equivalent

RECOMMENDED SKILL LEVEL

Basic computer and Internet skills; understand basic conversation and ability to speak in complete sentences.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.
3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Improve speaking skills with a focus on fluency and clarity in formal and informal interactions.
2. Increase accuracy of grammatical patterns when communicating orally.
3. Develop vocabulary and usage of language functions to communicate orally.
4. Increase comprehension of information presented orally.
5. Improve collaborative discussion skills with diverse partners.
6. Develop language skills and cultural awareness to communicate in professional, academic, community, and social settings.

COURSE OBJECTIVES

1. Pronounce words and phrases clearly.
2. Demonstrate understanding of and use a range of level-appropriate vocabulary.
3. Demonstrate understanding of and use figurative language, such as idioms and phrasal verbs.
4. Demonstrate comprehension of conversations and short oral presentations.
5. Demonstrate level-appropriate proficiency in the use of English grammar orally.
6. Participate effectively and fluently in a range of collaborative discussions with diverse partners.
7. Use critical thinking skills to analyze and discuss information presented orally.
8. Demonstrate ability to adapt speech to a variety of contexts, including workplace, community and academic settings.
9. Use culturally-appropriate verbal and non-verbal communication.

SECTION II

COURSE CONTENT AND SCOPE

1. Pronunciation skills
 - 1.1. Vowel sounds and patterns
 - 1.2. Consonant sounds and patterns
 - 1.3. Stress patterns
 - 1.4. Rhythm and intonation patterns
2. Vocabulary
 - 2.1. General
 - 2.2. Academic/professional

COURSE CONTENT AND SCOPE (CONTINUED)

3. Figurative language
 - 3.1. Idioms
 - 3.2. Phrasal verbs
4. Language functions
 - 4.1. Expressing opinions
 - 4.2. Agreeing/disagreeing
 - 4.3. Clarifying
 - 4.4. Requesting information
5. Level-appropriate English grammar
 - 5.1. Sentence structure
 - 5.2. Verb Tenses
6. Focused listening
 - 6.1. Listening for gist
 - 6.2. Listening for details
7. Collaborative discussions
 - 7.1. Following agreed-upon rules
 - 7.1.1. Listening carefully to others
 - 7.1.2. Gaining the floor in respectful ways
 - 7.1.3. Speaking one at a time
 - 7.1.4. Staying on topic
 - 7.2. Carrying out assigned roles (e.g. time-keeper, recorder, facilitator)
 - 7.3. Contributing to discussions
 - 7.4. Elaborating on the ideas of others
 - 7.5. Drawing conclusions based on discussions
8. Evaluating information presented orally
 - 8.1. Paraphrasing
 - 8.2. Summarizing
 - 8.3. Evaluating speaker's point of view
9. Register
 - 9.1. Informal
 - 9.2. Formal
10. Cultural Diversity
 - 10.1. Understanding cultural differences
 - 10.2. Culturally-appropriate topics and expressions
 - 10.3. Use of body language in American culture and other cultures

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Articles from websites and print media
2. Supplemental texts
3. Instructor-prepared materials

WRITING ASSIGNMENTS

Appropriate writing assignments may include, but are not limited to:

1. Taking notes from websites, print or texts to prepare for classroom discussions.
2. Taking notes on oral presentations.
3. Taking notes during collaborative discussions.

OUTSIDE ASSIGNMENTS

Appropriate outside assignments may include, but are not limited to:

1. Researching information on websites and in print to prepare for collaborative discussions.
2. Listening to news programs and/or Internet videos to prepare for classroom discussions.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include, but are not limited to:

1. Participating in group problem-solving activities
2. Comparing/contrasting cultural differences
3. Evaluating a speaker's point of view on an assigned topic

EVALUATION

Evaluation consists of monitoring students' progress on a continuing basis and assessing students on the attainment of the objectives listed in this course outline. Evaluation procedures may include but are not limited to:

1. Attendance and class participation
2. Teacher observation of student performance in a variety of situations (e.g., paired activities, small group activities, presentations and role-plays)
3. Listening comprehension assessments

METHOD OF INSTRUCTION

Methods of instruction may include but are not limited to:

1. Instructor presentations/lectures
2. Guest lectures
3. Paired and group cooperative learning activities
4. Focused listening activities
5. Field trips
6. Classroom discussions requiring critical thinking

Technology is integrated into instruction via Internet research and resources, class websites, social media and digital devices. This course, or sections of this course, may be offered through distance learning.

TEXTS AND SUPPLIES

Clear Speech, Judy Gilbert, Cambridge University Press, current edition
Essential Functions for Conversation, Zwier, Asia-Pacific Press Holdings Ltd, current edition
Expressways - Books 2, 3, and 4, Molinsky and Bliss, Pearson Education, current edition
Impact Issues - Book 3, Day, Pearson Education, current edition
Impact Listening - Book 3, Harsch, Pearson Education, current edition
In the Know: Understanding & Using Idioms, Leaney, Cambridge University Press, current edition
Let's Talk - Books 2 & 3, Jones. Cambridge University Press, current edition
Pronunciation Pairs, Baker and Goldstein, Cambridge University Press, current edition
Speaking of Values - Books 1 & 2, Schoenberg. Pearson Education, current edition

Supplemental texts and supplies may include but are not limited to:

Instructor-created lessons and materials
Level-appropriate articles, newspapers, fliers, and brochures
Online video sources
Dictionaries and thesauruses

PREPARED BY: Ann McCrory

DATE: June 26, 2017

REVISED BY: _____

DATE: _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog