

ESL 015**Speaking and Listening for ESL 5**

(5 units)

Summer 2013 (CRN: 30099)

M/T/W/R – 11:30-3:15

Room: 213

Office Hours: N/A

Professor: J. Ponce

Office #2793

(760) 355-6475

e-mail address:

 *Josefina.ponce@imperial.edu***CATALOG DESCRIPTION:**

ESL 015 is a grammar-based speaking class in an English-only environment, for the advanced ESL student. Students will further develop listening comprehension and the ability to speak with greater fluency, accuracy and confidence in oral production. (Nontransferable, non-degree applicable)

COURSE OBJECTIVES:

Student will be able to demonstrate:

1. Mastery in using and recognizing: The past progressive, future perfect, real and unreal conditionals including the past and using wish; the modal auxiliary verbs for ability, permission, requests, advice, suggestions, preferences, necessity, expectations, possibility, and deductions in the present and past tense forms oral and aural exercises.
2. Mastery in using, producing, and recognizing: Gerunds and infinitives in aural and oral exercises; comparative, superlative, and equative forms; object pronouns, and two-word (phrasal) verbs in oral and aural exercises.
3. Mastery in using noun clauses, tag questions, and reported speech in oral and aural exercises.
4. Competency in using, producing, and recognizing adverbial, adjectival and relative clauses.
5. Competency in recognizing and producing vowel and consonant contrasts in minimal pairs, /t/, and /tʃ/, /b/, and /v/, /j/, and /y/, /ch/, and /sh/, long and short vowel sounds and third person singular, possessive and plural (/s/, /z/, /iz /), the past tense (/d/, /t/, /did/, /tid/), and /s/+ consonant combination.
6. The ability to: Create and participate in a variety of speech acts including short dialogs oral reports, role plays, both scripted and unscripted; take notes on information presented in academic lectures, movies and other audio material in order to show understanding and the ability to paraphrase.
7. The ability to use, recognize, and produce, level appropriate vocabulary in a variety of oral, aural, and written exercises.

Student Learning Outcomes:

1. Orally state the main idea of a listening segment of no more than five minutes. (ILO1, ILO 2)
2. Apply the pronunciation rules of 3rd person (-s) endings and plural nouns (-s) endings in aural discrimination activities. (SLO1)
3. Apply the pronunciation rules for /-ed/ endings in past forms of regular verbs in aural discrimination activities. (ILO1)
4. Demonstrate competency in inferring the meaning of a listening segment by identifying the speaker's attitude or feeling or distinguishing between facts and inferences. (ILO1, ILO 2)
5. Demonstrate critical thinking skills by comparing 2-3 summaries of a listening segment and identifying the one that best summarizes the segment. (ILO1, ILO 2)

BOOKS TO BE PURCHASED

1. Ferree & Sanabria, NorthStar: Listening and Speaking Level 4, 3rd Ed., Pearson, 2009
2. A good college dictionary (recommended)

Disruptive Students: Most of you are here to learn, but some students are not serious. To preserve a productive learning environment, students who disrupt or interfere with a class may be sent out of the room and told to meet with Sergio Lopez, Campus Disciplinary Officer, before returning to continue with coursework. Mr. Lopez will follow disciplinary procedures as outlined in the General Catalog.

Cheating and Plagiarism: IVC expects honesty and integrity from all students. A student found to have cheated on any assignment or plagiarized will receive a zero for the assignment and sent to Disciplinary Officer Sergio Lopez. A second occurrence of cheating or plagiarism may result in dismissal from class and expulsion from IVC as outlined in the General Catalog.

Attendance: Students are expected to attend every class session. Any student who misses the first class will be dropped. Students may be dropped at instructor discretion if they miss more than a week of class hours continuously. Please make arrangements with instructor or a fellow student to keep up with all assignments in case you cannot attend a class session for any reason.

Disabled Student Programs and Services:

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. Visit or call DSP&S Mel Wendrick Access Center, Room 2117. (760) 355-6312

GRADING AND REQUIREMENTS:

It is estimated that each student may invest up to 24 hours a week on class preparation. Each student is responsible for required readings and written/spoken assignments from each unit (6-10) in the textbook. In addition to that, as part of your assignments, you will be required to go to the Language Laboratory two hours (120 minutes) each week and work on specific assignments. (Student ID card is required to use the Language Laboratory.) Throughout the semester you will give a variety of speeches related to units 6-10 in the textbook.

1. Attendance & Participation	10 points
2. Progress Tests	35 points
3. Assignments (Including language lab work)	10 points
4. Oral presentations	10 points
5. Final Exam	<u>35 points</u>
	Total 100 points

NOTES:

- NO makeup exams or quizzes will be given.** You will automatically receive "F's for missed exams or quizzes.
- If you leave class earlier, it would be counted as an absence.
- If you are absent the day of the final, you will not be allowed to take it later. You must make previous arrangements if you need to take it at an earlier date.
- No late assignments will be accepted** without previous arrangements.
- If you are absent the day of your presentation, you will automatically receive an "F" for that assignment. There are **NO MAKEUPS** for oral presentations. **NO EXCEPTIONS!**
- No food/drinks/snacks allowed in the classroom. Exception: Water in a bottle with a top.
- No use of cell phones/radios/beepers. They must be off or on silent mode.

- Week I: 1) Introduction to class materials, expectations, and procedures
 2) Go over: 3rd person singular, possessive & plural (/s/, /z/, /iz/) ending sounds
 3) Chapter Six – Giving to Others: Why Do We Do It?
 Listening Tasks: Make predictions; identify main ideas; listen for details & take notes using a graphic organizer; organize and synthesize information from the listening; and listen to and evaluate students, presentations.
 Speaking tasks: Express opinions about philanthropy; discuss examples of charitable efforts; prioritize rank ideas; practice correct intonation; develop and perform a public service announcement.
- Week II: 1) Chapter Seven – What's the Use of Homework?
 Listening Tasks: Predict content; listen for main ideas and details; support answers with details; relate listenings to personal experiences; and organize and synthesize information from the listenings.
 Speaking tasks: Express opinions, restate information for clarification, restate statements, perform a role play, and conduct a town meeting.
 2) Test #1 (Chapter 6)
 3) The past tense (/d/, /t/, /did/, /tid/)
- Week III: 1) Chapter Eight – Goodbye to the Sit-Down Meal
 Listening Tasks: Make predictions; summarize main ideas; listen for details; interpret speakers' tone & attitude; relate the listening to local food trends; compare & contrast two restaurants; classify vowel sounds; listen to and evaluate student food shows using a rubric.
 Speaking tasks: Share ideas on food trends; use tone of voice to indicate attitude; use new vocabulary in free conversation; compose and perform a dialogue; practice gambits which call attention to a particular item; explain how to use a tool; develop & perform a food show.
 2) Test #2 (Chapter 7)
 3) Practice the /t/, and /th/- voice & voiceless sounds (/ð/, /θ/)
- Week IV: 1) Chapter Nine – Finding a Niche: The Challenge for Young Immigrants
 Listening Tasks: Make predictions; identify main ideas and details; interpret speaker's tone and pitch; relate the listenings to personal values and interests; understand and interpret song lyrics.
 Speaking tasks: Express opinions; practice gambits to hesitate in response to a question; ask and answer questions about a chart; simulate a town meeting; conduct an interview.
 2) Test #3 (Chapter 8)
 3) The past tense (/d/, /t/, /did/, /tid/)
- Week V: 1) Chapter Ten – No Technology? No Way!
 Listening Tasks: Make predictions; listen for main ideas and supporting details; interpret speakers' tone and word usage; take notes while listening; listen for specific information and emphasis in speech; identify and name sounds.
 Speaking tasks: Discuss opinions; act out scripted dialogues; possible future outcomes; practice gambits to express frustration; role-play a conflict between neighbors; develop and present a new technological gadget.
 2) Test #4 (Chapter 9)
 3) Practice the following sounds: /b/, and /v/, /j/, and /y/, /ch/, and /sh/, long and short vowel sounds and /s/+ consonant combination.
- Week VI: 1) Test #5 (Chapter 10)
 2) Review for final exam
 3) IVC Student Evaluations
 4) Final Exam

