

Imperial Valley College

Speaking and Listening 5

Fall 2014 (CRN: 10183)

August 18 – December 13

Monday & Wednesday 10:15 A.M.-12:45 P.M

Room: 212

Professor: Holly Chase

Office: #2604 (inside the writing lab)

Email: holly.chase@imperial.edu

Office Hours: M & W 8:00 A.M. – 8:15 A.M. / 3:25 P.M. – 3:45 P.M.

T & TH 10:40 A.M. – 11:40 A.M.

F: 8:00 A.M. -8:15 A.M / 9:50 A.M. – 10:05 A.M.

Course 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)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Orally state the main idea of a listening segment of no more than five minutes. (ILO1, ILO2)
2. Apply the pronunciation rules of 3rd person (-s) endings and plural noun (-s) endings in aural discrimination activities. (ILO1)
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, ILO2)

5. Demonstrate critical thinking skills by comparing 2-3 summaries of a listening segment and identifying the one that best summarizes the segment. (ILO1, ILO2)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- 1.** Demonstrate mastery in using and recognizing the past progressive, future, present perfect, real and unreal conditionals including the past, and using wish.
- 2.** Demonstrate mastery in using, producing, and recognizing gerunds and infinitives in aural and oral exercises.
- 3.** Demonstrate mastery in using and recognizing 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.
- 4.** Demonstrate mastery in using, producing, and recognizing comparative, superlative, and equative forms; demonstrate competency in using, producing, and recognizing adverbial, adjectival, and relative clauses.
- 5.** Demonstrate mastery in using nouns clauses, tag questions, and reported speech in oral and aural exercises.
- 6.** Demonstrate mastery in using, producing, and recognizing object pronouns and two-word (phrasal) verbs in oral and aural exercises.
- 7.** Demonstrate competency in recognizing and producing vowel and consonant contrasts in minimal pairs, /t/ and /th/, /b/ and /v/, /j/ and /y/, /ch/ and /sh/, long and short vowel sounds, the third person singular, possessive, and plural (/s/, /z/, /iz/), the past tense (/tid/, /did/ /d/, or /t/), and /s/+ consonant combinations.
- 8.** Create and participate in a variety of speech acts including short dialogs, oral reports, and role plays, both scripted and unscripted.
- 9.** Demonstrate ability to take accurate notes on information presented in academic lectures, movies, and other audio material in order to show understanding; use academic listening skills and strategies including inferring meaning from context clues, listening for comparisons and contrasts, identifying pronoun reference, and the ability to paraphrase.
- 10.** Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises [with specific focus on vocabulary used in academic content areas (life science, earth science, health, art, business, psychology, history, etc.)].

Textbooks & Other Resources or Links

Textbook: Northstar 4: Listening and Speaking Third Edition

Publisher: Pearson **Author(s):** Tess Ferree and Kim Sanabria **ISBN:** 978-0-13-205677-9

Course Requirements and Instructional Methods

- 1. Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.
- 2. Unit Tests:** The textbook includes listening and speaking tests after every unit. You can do it!
- 3. Homework:** You'll have homework assignments from every class session. It will consist of listening, speaking, and grammar-based exercises.
- 4. Presentations:** You will also need to prepare some oral presentations built from homework assignments. Some will be in groups and some will be individually. You will enjoy this!

Course Grading Based on Course Objectives

A = 100 – 90% B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59% and below

Presentations (Group and Individual) = 30 %

Textbook Unit Tests = 30%

Preparedness and Class Assignments = 20 %

Final Presentation = 20%

These assignments may change as needed. Please don't ask for extra credit work.

Attendance

- 1.** A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details
- 2.** Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be

dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

3. Only absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

1. This is an English-only classroom. We are all here to learn English, right?
2. **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
3. **Food and Drink** are prohibited in all classrooms Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
4. **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
5. **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic Honesty

1. **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to 'cite a source' correctly, you must ask for help.
2. **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.
3. Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file.
4. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following:(a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Help

1. Blackboard support center:
<http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
2. Learning Labs: There are several labs on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
3. Library Services: There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

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. The DSP&S office is located in Building 2100, telephone 760-355-6313, if you feel you need to be evaluated for educational accommodations. Student Rights and Responsibilities Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at

http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

TENTATIVE SCHEDULE

NOTE: This schedule is only a guideline. The schedule may change depending on what we are doing in class and if we need more or less time.

IMPORTANT DATES: Last day to drop the class Date

Week 1

- Introduction to Course and Blackboard
- Review Syllabus
- Unit 6 –Giving to Others
- Students introduce each other

Week 2

- Unit 6 – Giving to Others
- Instructions for 1st presentation
- Current Events/the news
- Youtube clips.
- Topic Selections

Week 3

- Unit 6 – Giving to Others
- Work on First presentation
- Unit test following each unit

Week 4

- Unit 6- Giving to Others
- Test Unit 6
- Group Presentations

Week 5

- Unit 7 – What's the Use of Homework? Topic selection 2

Week 6

- Unit 7 – What's the Use of Homework? Group Presentations

Week 7

- Unit 7 – What’s the Use of Homework?
- Test Unit 7
- Unit test following each unit
- Topic selection 3

Week 8

- Unit 8 Goodbye to the Sit-Down Meal Individual Presentations

Week 9

- Unit 8 Goodbye to the Sit-Down Meal

Week 10

- Unit 8 Goodbye to the Sit-Down Meal Unit test following each unit

Week 11

- Unit 9 Finding a Niche: The Challenge for Young Immigrants Topic Selection 4

Week 12

- Unit 9 Finding a Niche: The Challenge for Young Immigrants Individual Presentations

Week 13

- Unit 9 Finding a Niche: The Challenge for Young Immigrants Unit test following each unit

Week 14

- Unit 10 No Technology: No Way! Group Presentations

Week 15

- Unit 10 No Technology: No Way! Unit test following each unit

Week 16

- Final presentations Final Individual Presentations