



COURSE NAME: ORAL COMMUNICATIONS -- IV

COURSE NUMBER: ESL*147 (formerly ESL 115)

CREDITS: 3

CATALOG DESCRIPTION: A speech improvement course to help intermediate-level nonnative speakers of English communicate more effectively in everyday situations and in academic settings. Focus is on developing greater clarity and fluency in spoken English through daily listening discrimination and pronunciation exercises; peer observation and interaction; guided group discussions and individual oral presentations. One hour of laboratory or tutorial practice required per week.

PREREQUISITES: ESL placement at intermediate level or permission of instructor

CATALOGUE DESCRIPTION: Helps intermediate level ESL students improve their reading and writing skills and provides practice in listening and speaking. Reading assignments stress comprehension and vocabulary building. Writing skills focus on developing basic sentence structure and simple paragraphs. Students listen to taped lectures, practice dictation and note-taking, and participate in structured group discussions. All activities focus on expanding knowledge of English and developing fluency in all skills. Two hours of laboratory/tutorial practice required per week.

General Education Competencies Satisfied:

HCC General Education Requirement Designated Competency Attribute Code(s):

None

Additional CSCU General Education Requirements for CSCU Transfer Degree Programs:

None

Embedded Competency(ies):

None

Discipline-Specific Attribute Code(s):

None



Course objectives:

General Education Goals and Outcomes:

None

SPECIFIC COURSE OBJECTIVES:

1. To listen to taped or spoken language samples and identify features of the language (word endings, verb tenses, etc.)
2. To listen to language samples and discriminate between minimal pairs (heel/hill; cheap/chip, etc.)
3. To reproduce satisfactory approximations of minimal pair contrasts.
4. To produce correct inflections (verb tense endings, plural endings)
5. To use appropriate stress, intonation, and rhythm.
6. To prepare and present a formal informative speech; also an extended narrative; six original dialogues focusing on specific pronunciation aspects.
7. To evaluate his/her own speech for errors and ambiguous features during class interaction, formal presentations, and on self-taped speech.
8. To demonstrate a significant measure of improvement in two personal areas of speaking difficulty.
9. To demonstrate greater confidence and fluency in formal and informal speaking, in class and on self-taped cassettes.

COURSE CONTENT:

- A. Listening Discrimination and Pronunciation
 1. Vowels: short, long, diphthongs
 2. Consonants
 3. Consonant clusters: beginning, middle, and final clusters
 4. Stress and rhythm: syllables, patterns of stress, numbers, noun compounds
 5. Sounds in connected speech: linking words, common words and phrases
 6. Intonation: focus words, prominent and nonprominent words
 7. Sounds and grammar: long and short forms of verbs; conjunctions; --s and –ed endings
 8. Pronouncing written words: spelling and word stress; silent letters
- B. Communication Strategies
 1. Getting acquainted; maintaining a conversation



2. Interviewing skills
 3. Developing a presentation; speaking to a group
 4. Using appropriate language styles in the classroom, on the job, and in the community.
- C. Selected Discussion Topics
1. Family matters, leisure time, holidays, customs
 2. Employment issues, job interviews, money management, professionalism
 3. Health issues, nutrition and exercise, stress management, drugs and medicine, lifestyles
 4. Gender roles, social changes, academic and career opportunities, rights and responsibilities
 5. Economic issues, the homeless, welfare, volunteerism, disasters, government spending, ethical issues
 6. Prejudice and discrimination, justice systems, forms of government; history; politics

Suggested grading standards:

Daily class participation (class exercises, group discussions, partner practice, informal storytelling, dictations, peer evaluations, quizzes, etc.) **40 percent**

Individual formal presentations in class; partner dialogues presented in class **20 percent**

Weekly homework exercises; periodic speeches and dialogues on cassette **20 percent**

Self-analysis practice and individual pronunciation improvement. (At least three individual practice and evaluation sessions with instructor during office hours, recorded on a separate cassette.) **20 percent**

Date of Last Revision: 03/23/2017

