



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) ESL 266LS	(2) Intermediate Listening and Speaking	(3) 4
Number	Title	Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	54.00	Degree applicable:		
	Total Lab hours:	36.00	Non-degree applicable: X		
	Total Contact hours:	90.00	Basic skills:		
Lec will generate <u>0</u> hour(s) outside work.			(9)RC Fulfills AS/AA degree requirement: (area)		
Lab will generate <u>2 – 3</u> hour(s) outside work.			General education category:		
			Major:		
(5) Grading Basis:	Grading Scale Only		(10)CSU Baccalaureate:		
	Pass/No Pass option				
	Pass/No Pass only	X	(11)Repeatable: (A course may be repeated three times)		
(6) Advisories:			0		
<i>No defined advisories.</i>					
(7) Pre-requisites(requires C grade or better):					
ESL 265LS , or placement through a multiple-measure process, including an appropriate score on an approved ESL placement test.					
Corequisites:					

(12) Catalog Description:
 ESL 266LS is a listening and speaking course designed for speakers of other languages who want to develop oral language skills at the intermediate level. This course may be taken concurrently with ESL 266R and ESL 266W. ESL 266LS is three levels below English 1A.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. listen and understand spoken English at the intermediate level.
- II. communicate orally at the intermediate level.
- III. perform basic language-learning computer tasks.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. listen to intermediate materials on academic topics from a variety of sources.
- II. listen and identify global and discrete meaning.
- III. converse on academic topics.
- IV. identify and use grammatical structures found in oral English.
- V. identify and use patterns of intonation and pronunciation.
- VI. develop content, organization, and coherence to communicate effectively in an oral presentation.
- VII. use software applications for language learning.

IV. COURSE OUTLINE:

Lecture Content:

- I. Content
 - 1. Academic topics and related vocabulary
 - 1. humanities, natural science, ecology, nutrition, social science, math, business, animal science, psychology
 - 2. Grammatical structures in oral English
 - 1. past tenses; gerunds and infinitives; passive voice with modals; phrasal verbs; past unreal conditional: inverted form; different uses of or; question formation; This is vs. I am; comparative and superlative forms; quantifiers;

order of modifiers

II. Listening Skills and Strategies

- 1. Adapted and authentic sources
 - 1. academic lectures and conversations
- 2. Global and discrete meaning
 - 1. listening for main ideas and details; taking good lecture notes; recognizing teacher talk; guessing meaning from context; distinguishing between fact and opinion; making inferences; using deductive and inductive reasoning; listening for: definitions, sentence stress, numbers, explanations, ordinal numbers, reduced forms of function words, academic phrases with and ('n'), initials and acronyms, signal words

III. Speaking Skills and Strategies

- 1. Pronunciation and intonation
 - 1. word stress; using a dictionary for pronunciation; sentence and questions intonation; thought groups
- 2. Oral interaction
 - 1. talking about and summarizing a lecture; non-verbal communication in discussions; participating in discussions; describing graphs and charts; interpreting information in a table; making phone calls and leaving messages; saying fractions and decimals; saying email and website addresses; the language of math; asking questions for clarification
- 3. Oral presentation
 - 1. preparation
 - 2. 4 - 6 minute delivery

Note: Reedley College ESL 266LS intermediate level correlates with California Pathways intermediate-mid proficiency descriptor. (© 2000 by California Community Colleges Chancellor's Office, www.catesol.org/pathways.pdf.)

Lab Content:

Lab Content:

- I. Practice and application of lecture content
- II. Skills needed for computer assisted language learning (CALL)

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

- I. Sample Text Title:
 - or
 - 1. Recommended - Roemer, A.E. *College Oral Communication 2*, ed. 1 Heinle Cengage, Boston, 2006, ISBN: 0618230173
 - or
 - 2. Recommended - Sarosy, P. & Sherak, K. *Lecture Ready 1*, ed. 1 Oxford University Press, New York, 2006, ISBN: 0194309657
 - or
 - 3. Recommended - Dunkel, P. & Lim, P. *Intermediate Listening Comprehension*, ed. 3 Heinle Cengage, Boston, 2005, ISBN: 1413003974

II. Other Readings

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Textbooks and materials chosen reflect multicultural and global (international) themes. These reflect the multicultural make-up of the campus, the nation, and the world. Students will become familiar with the U.S. in preparation for their transition to an English-speaking, multicultural society.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a) essay exam(s)	X	d) written homework
	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)	X	f) other (specify)

Required assignments may include but are not limited to the following:

1. Journal entries.
2. Listening outlines and lecture notes.
3. Lecture summaries.
4. Self-assessments.

B. Problem Solving Computational or non-computational problem-solving demonstrations, including:			
X	a) exam(s)		d) laboratory reports
X	b) quizzes		e) field work
X	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:

1. Observations and interviews.
2. Case studies.
3. Group negotiation and consensus building.
4. Role play.

C. Skill demonstrations, including:			
X	a) class performance(s)	X	c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

1. Interactive oral presentations.
2. ESL Computer lab work.

D. Objective examinations including:			
X	a) multiple choice	X	d) completion
X	b) true/false		e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

20% Oral Presentations 40% Tests 30% Homework/Lab 10% Final Exam A total of 70% is needed to pass.

Attached Files:

[California Pathways-Proficiency Descriptors](#)

<p><u>BASIC SKILLS ADVISORIES PAGE</u> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p> <p><u>Check the appropriate spaces.</u></p> <p><input type="checkbox"/> Eligibility for Math 101 is advisory for the target course.</p> <p><input type="checkbox"/> Eligibility for English 126 is advisory for the target course.</p> <p><input type="checkbox"/> Eligibility for English 125 is advisory for the target course.</p> <p><i>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</i></p>

CONTENT REVIEW
ESL 265LS Integrating Oral Skills

REQUISITES

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

1. The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers:
2. The health or safety of the students in this course requires the prerequisite.
Justification: Indicate how this is so.
3. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.
4. The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.
Justification: Indicate how this is so.
5. Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.
Justification: Cite the statistical evidence from the research.
6. The prerequisite course is part of a sequence of courses within or across a discipline.
7. Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course: