COURSE INFORMATION FORM

DISCIPLINE: English as a Second Language  
COURSE TITLE: Advanced I : Speaking and Listening  
CR.HR: 3  LECT HR: 3  LAB HR:  
CLIN/INTERN HR:  
CLOCK HR:  

CATALOG DESCRIPTION

The study and practice of oral/aural standard English in a variety of environments and social situations. Presentation skills and note-taking techniques related to secondary-level of lecture comprehension.

PREREQUISITES

ESL 36 Intermediate II : Listening and Speaking or appropriate ESL placement test score.

EXPECTED STUDENT OUTCOMES IN THE COURSE

1. Perform complex communicative tasks in different social situations (registers)
2. Narrate and describe with details
3. Demonstrate the ability to link sentences together smoothly
4. Communicate facts and talk casually about topics of current interest using general vocabulary
5. Demonstrate comprehension by appropriately reacting to questions, statements, and commands
6. Demonstrate the ability to participate in group discussions
7. Demonstrate the ability to express hypothetical ideas and emotions
8. Demonstrate the ability to speak fairly clearly and generally accurately
9. Use most verb tenses correctly
10. With guidance deliver a speech with introduction, body and conclusion
11. Express past, present, and future (simple, progressive, and perfect)
CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- Pre- and post tests (2, 5, 6, 9, 10, 11)
- In-class presentations (1, 2, 4, 5, 6, 7, 8, 10)
- In- and out-of-class assignments (1-11)

PROGRAM-LEVEL OUTCOMES ADDRESSED

General Education Outcomes
Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

Occupational Program Outcomes
Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures.
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Communicative tasks and social situations
   A. Conversations
   B. Group discussions
   C. Formal vs. informal registers
      1. Academic interest
      2. General interest

II. Presentations
   1. Oral production
   2. Aural response
   3. Visual aids
   4. Content vs. organization

III. Lectures
   1. Content vs. organization
   2. Note-taking
   3. Test-taking