COURSE INFORMATION FORM

DISCIPLINE: English as a Second Language  
COURSE TITLE: Advanced II : Speaking and Listening  
CR.HR: 3  LECT HR: 3  LAB HR: 0  CLIN/INTERN HR: 0  CLOCK HR: 0

CATALOG DESCRIPTION:  
The study and practice of comprehension and production of standard English in academic discourse. Academic note-taking; post-secondary-level materials focusing on current issues as the basis of exercises and presentations.

PREREQUISITES  
ESL 46 Advanced I : Listening and Speaking or appropriate ESL placement test score.

EXPECTED STUDENT OUTCOMES IN THE COURSE  

1. Record clear notes from academic lectures given at natural speed  
2. Summarize main points in and answer questions on lectures and other post-secondary level materials  
3. Demonstrate the ability to use a variety of research and delivery techniques for presentation purposes  
4. Demonstrate critical thinking skills (general vs. specific, fact vs. opinion, summary, interpretation, judgments, inferences, etc.) in auditory analysis and oral production  
5. Deliver a clear, organized speech  
6. Demonstrate linguistic ability in speech related to the range of formality regarding audience, tone, vocabulary, style, language, content, and organization  
7. Record organized notes on chronological, comparison, and cause/effect lectures; answer questions from them  
8. Support opinions, explain in detail, and hypothesize in various classroom functions (discussion, group work, debate, presentations)
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 (1, 2, 3, 4, 6)
- In-class presentations (1-6)
- In- and out-of-class assignments (1-6)

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
      3. Organization of information

II. Presentations
   A. Oral production / Aural response
   B. Visual aids / PowerPoint
   C. Content vs. organization
   D. Information analysis

III. Lectures
   A. Content vs. organization
   B. Note-taking / “shorthand”
   C. Test-taking
      1. Summarizing
      2. Applying
      3. Hypothesizing