ESL 106 - Oral Communication 3 Course Outline

Approval Date: 03/12/2020
Effective Date: 08/14/2020

SECTION A

Unique ID Number	CCC000151462
Discipline(s)	ESL
Division	Language and Developmental Studies
Subject Area	English as a Second Language
Subject Code	ESL
Course Number	106
Course Title	Oral Communication 3
TOP Code/SAM Code	4930.86 - English as a Second Language?Speaking/Listening / E - Non-Occupational
Rationale for adding this course to the curriculum	To prepare students for listening and speaking skills needed to succeed in school and the workplace.
Units	4
Cross List	*N/A*
Typical Course Weeks	18

Total Instructional Hours

	Contact Hours
Lecture	72.00
Lab	0.00
Activity	0.00
Work Experience	0.00
Outside of Class Hours	144.00

Total Contact Hours	72
Total Student Hours	216
Open Entry/Open Exit	No
Maximum Enrollment	25
Grading Option	Letter Grade or P/NP
Distance Education Mode of Instruction	On-Campus Hybrid

SECTION B

General Education Information:

CSU Transferable:

CSU Transferable

Approved on: Fall 2006

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description Advanced oral communication skills class in which students learn to listen actively, speak with clarity, and communicate effectively in English. Students will work collaboratively to make oral presentations and contribute to group and class discussions about topics of current interest. Concurrent or previous enrollment in ESL 85, 108 or an recommended placement is recommended before taking this class.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended

- Concurrent or previous enrollment in ESL 884. and/or
- Concurrent or previous enrollment in ESL 85, and/or ESL 108. and/or
- Appropriate score on the ESL placement test.

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Demonstrate comprehension and active listening skills at an advanced level, including effective note-taking strategies.
B. Communicate effectively in a variety of situations, including one- on- one conversations, class discussions, and when making oral presentations.
C. Recognize and apply an expanding range of vocabulary, language functions, sentence structures, word choice, and pronunciation skills, including appropriate tone and register at the advanced level.

2. Course Objectives: Upon completion of this course, the student will be able to:

A. Listen actively and speak with clarity in English.
B. Communicate effectively and appropriately in everyday conversations, academic situations, and work-related situations.
C. Work collaboratively with other students to make oral presentations.
D. Contribute to small group and class discussions on a variety of topics.
E. Organize and present a logical, well-supported oral presentation to inform or persuade.
F. Use college and community resources, including the library and Internet, to locate information, plan for further education and employment, and research topics of personal interest.

G. Develop effective note-taking strategies and, where applicable, use notes to answer comprehension questions.
H. Recognize and apply effective delivery behaviors, including eye contact, appropriate facial expressions, gestures and movements.
I.

3. Course Content

Listening Skills & Strategies:

A. Strategies for comprehension, outlining, and note-taking to distinguish between main ideas and supporting details, including sequence markers, numbers and statistics, comparisons and contrasts, cause and effect, and problem-solution relationships
B. Synthesis of information from multiple sources
C. Implied and literal inferences with context clues and tone from spoken statements made by lecturers
D. Identification of key words, transitional words and phrases, and reduced forms of speech
E. Appropriate tone, register, and word choice depending on the audience and context

Speaking Skills & Strategies:

A. Strategies and techniques for research, planning, developing, and delivering formal presentations
B. Conversational strategies on familiar and unfamiliar topics, including detailed descriptions, elaboration, idioms and common expressions, transitional expressions, agreeing and disagreeing, interruption, restating, paraphrasing, circumlocution, and follow-up questions of clarification
C. Summarization, explanation, and organization of graphic data and information
D. Critical evaluation of lectures, speeches, and presentations
E. Range and variety of vocabulary, academic words, phrasal verbs, and some colloquialism and idiomatic expressions
F. Interruption, turn-taking, and clarification cues

Pronunciation Skills & Strategies:

A. Stress and intonation
B. Minimal pairs and phonemes
C. Rhythm in phrases and sentences
D. Linking and connected speech
E. Spelling and pronunciation
F. Reduction and contractions
G. Fluency and rate of speech
H. Use of the dictionary and the I.P.A.

Language Structures & Forms:

A. Wide range of perfect and progressive tense aspects in present, past, and future
B. Modal verbs and modal auxiliaries in the present and past
C. Noun, adjective, and adverb clauses
D. Conditionals in the present, past, and future, including mixed
E. Compound, complex sentence structures
F. Gerunds and infinitives

Themes:Thought-provoking issues of current interest, such as

A. Media literacy and cultural awareness including advertising, T.V., and movies
B. Intercultural communication
C. Community/Global awareness (ex. Earthquake preparedness, local social issues, climate change)
D. Problem solving/self-knowledge
E. Changing family structure

Each thematic unit will include a series of short pronunciation lessons, readings and/or videos and multimedia presentations, small group and class discussions, and a final presentation/discussion project.

4. Methods of Instruction:

Activity: Students actively participate in pair or group work to complete classroom exercises.
Discussion: Students discuss concepts presented in lectures and readings.
Lab: Students use language lab technology to improve listening and pronunciation proficiency.
Lecture: Teacher lectures and leads discussion to introduce new material
Projects: Students work individually and in groups to prepare and give oral presentations.
Online Adaptation: Activity, Directed Study, Discussion, Group Work, Lecture

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Quizzes -- 6-8 vocabulary quizzes throughout the semester
Oral Presentation -- 3-4 oral presentations on content related to topics covered in class, including debates where applicable.
Group Projects -- 1-2 group projects including group presentations
Class Work -- Active participation in class including listening to and taking notes on lectures and spoken passages, communicating with classmates on related topics, and leading small group and/or class discussions.
Home Work -- Watch 4-6 videos and answer comprehension questions with multi-media software.
Final Class Performance -- Final presentations incorporating critical thinking, effective delivery behaviors and appropriate visual aids.

Additional assessment information:

A variety of pronunciation and short dialogue listening and speaking tasks.

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments
Students will read selected articles related to thematic presentations and pronunciation topics.
For example:
Read the three articles on analyzing the appeal of advertisements and use the information to analyze a pictorial ad given to your group.
For example:

Read the article on how word stress changes meaning and practice the sentences given as examples in the article.

B. Writing Assignments
Oral Presentations
Students will orally present their research and analyses of topics of current interest.
Example:
Students will show a TV advertisement they have selected and analyze the methods used in the ad to appeal to viewers' emotions and drives. They will receive a written evaluation sheet.

Written and oral report of small group discussion.
Example:
After viewing the video "That's a Family," students will explore discussion questions about different kinds of families. They will summarize their small group discussion in writing and present some of their conclusions to the rest of the class.

C. Other Assignments
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7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:	
Author:	Gilbert, Judy
Title:	Clear Speech
Publisher:	Cambridge University Press
Date of Publication:	2017
Edition:	4th
Book #2:	
Author:	Grant, Linda
Title:	Well Said
Publisher:	Heinle Cengage Learning
Date of Publication:	2010
Edition:	Third
Book #3:	
Author:	Begler, D., N. Murray
Title:	Contemporary Topics 3: Advanced
Publisher:	Pearson Education, Inc.
Date of Publication:	2017
Edition:	4th
Book #4:	
Author:	Lee, C.
Title:	21st Century Communication 4: Listening, Speaking and Critical Thinking
Publisher:	Heinle ELT

Date of Publication:	2016
Edition:	1st

B. Other required materials/supplies.