NCEL 403A: BRIDGE TO COLLEGE ESL LISTENING & SPEAKING

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	0
Hours:	36 lecture per quarter (36 total per quarter)
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 4 Levels Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability

Student Learning Outcomes

- Upon successful completion of the course, the student will be able to analyze their time management skills and create an individual study schedule.
- Upon successful completion of the course, the student will be able to identify external and internal obstacles to studying and develop a plan to overcome these obstacles.
- Upon successful completion of the course, the student will be able to utilize campus materials such as the Schedule of Classes and College Catalog to identify and register for appropriate classes.
- Upon successful completion of the course, the student will be able to identify and describe services such as financial aid, academic counseling, learning centers for support services.

Description

Introduces the adult English-learner to the community college ESL classroom and helps students develop strategies for academic success. Prepares ESL students for successful transition to college-level credit coursework. Primary focus will be on listening and speaking activities to prepare students for listening to lectures, participating in classroom discussions, taking notes, and giving presentations at the advanced ESL level at Foothill College.

Course Objectives

The student will be able to:

1. Listen for different purposes
2. Recognize the rhetorical devices of spoken English in academic discourse
3. Participate in class and group activities
4. Produce comprehensible spoken language in an academic context
5. Give oral presentations on academic and personal subjects

Course Content

1. Listen for different purposes
   a. Learning about the spoken features of English
   b. Participating in conversations
   c. Learning new concepts
   d. Integrating information from multiple sources
   e. Distinguishing between types of discourse
   f. Following directions
   g. Taking lecture notes
      i. Identifying general ideas, including listening for key words
      ii. Listening for details
      iii. Noting content words and eliminating function words
2. Recognize the rhetorical devices of spoken English in academic discourse
   a. Identifying lecture language that indicates main ideas, supporting ideas, transitions, and repetition
      i. Rhetorical cues in the lecture ("today," "First," "In addition to...", "Before we finish...")
      ii. Rhetorical questions that do not expect response
3. Participate in class and group activities
   a. Participating in group and whole class conversations
      i. Responding appropriately in conversations
      ii. Initiating conversations
      iii. Sustaining conversations
      iv. Turn taking
   b. Discussing lectures and readings
      i. Leading, participating in, and reporting on discussions
   c. Conducting interviews
      i. Asking for specific information
   d. Being active in class and working in groups according to U.S. academic cultural expectations
      i. Asking for clarification
      ii. Asking for repetition
      iii. Presenting and defending opinion
      iv. Explaining answers
4. Produce comprehensible spoken language in an academic context
   a. Using appropriate pacing
   b. Pronouncing final syllables of words, especially syllables that show grammatical endings, e.g., plurality, possession, tense
   c. Using intonation appropriately, e.g., to introduce or conclude a topic, to distinguish between main points and descriptive details
5. Give oral presentations on academic and personal subjects
   a. Applying the rules of pronunciation and stress in controlled and communicative practice with peers
   b. Using appropriate body language, facial expressions, and eye-contact

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught online, ongoing access to computer with current internet browser, email software and capabilities, and current email address.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Role-plays and dialogues
Presentations
In-class discussions
Summaries of lectures and class or group discussions
Quizzes

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture discussion
Cooperative learning experiences
Oral presentations
Role-plays
Group project

Representative Text(s) and Other Materials

Abrams, Della Jean. Communication Beginnings: An Introductory Listening and Speaking Text for English Language Learners. 2017.

Todd, Annick, Colleen Shields, Dave Schenderlein, Jen Sacklin, and Maggie Mitteis. ESL College Transition: Listening & Speaking. 2019.

No text will be required. Websites such as the following can be used: https://www.oercommons.org/courses/communication-beginnings-an-introductory-listening-and-speaking-text-for-english-language-learners

https://www.oercommons.org/courses/esl-college-transition-listening-speaking

https://www.oercommons.org/browse?batch_start=20&f.keyword=esl

https://www.npr.org/

https://www.sciencefriday.com/

https://www.kqed.org/forum/

https://www.ted.com/

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Preparing presentations
2. Watching short videos or films
3. Organizing lecture notes

Discipline(s)

English as a Second Language (ESL)