SYLLABUS

DATE OF LAST REVIEW: 02/2014
CIPCODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Level 4 Academic Listening and Speaking
COURSE NUMBER: ESOL 0014
CREDIT HOURS: 4
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: DEPARTMENTAL SYLLABUS

KCKCC issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: Grade of “C” or higher in Level 3 Academic Listening and Speaking (ESOL 0013) or appropriate score on COMPASS ESL placement test.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckcebookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: Level 4 Academic Listening and Speaking is designed to introduce and develop the lecture note-taking, organization, communication, and pronunciation skills necessary for effective academic presentation and discussion. It provides practice in these skills to help bridge the gap between the study of English as a second language and the effective use of English in college classroom studies.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.
EXPECTED LEARNER OUTCOMES:

A. The learner will be able to demonstrate specific comprehension competencies.
B. The learner will be able to demonstrate specific production competencies.

COURSE OUTLINE:
I. Listening to and Comprehending Academic Lectures
   A. Pre-listening activities
      1. Preparing academic vocabulary
      2. Researching academic lecture topics
   B. Listening activities
      1. Note-taking during academic lectures
      2. Synthesizing and analyzing lectures and research
      3. Understanding large numbers
      4. Understanding graphs
      5. Developing opinions
      6. Understanding classroom discussions

II. Speaking activities
   A. Discussing academic vocabulary
   B. Discussing research
   C. Producing large numbers
   D. Summarizing
   E. Giving speeches on academic topics
   F. Explaining graphs
   G. Using appropriate choice of words
   H. Demonstrating appropriate non-verbal behavior
   I. Demonstrating appropriate discussion skills
      1. Agreeing and disagreeing
      2. Stating a point of view
      3. Interrupting
   J. Improving pronunciation

COURSE COMPETENCIES:
Upon successful completion of this course:

The student will be able to demonstrate specific comprehension competencies.

1. The learner will be able to analyze and define academic vocabulary from written examples in preparation for a lecture.
2. The learner will be able to take notes from an academic lecture, identifying main idea, main sub-points, and details.
3. The learner will be able to synthesize lecture notes in preparation for discussions, quizzes, or exams.
4. The learner will be able to follow in-class discussions.
5. The learner will be able to demonstrate fluency in reading, listening to, and understanding large numbers (thousands, tens and hundreds of thousands, millions, etc.).
6. The learner will be able to read and analyze outside materials assigned for in-class discussion.
7. The learner will be able to synthesize and make connections between listening and reading materials pertaining to one topic.
8. The learner will be able to develop well-thought-out opinions, with supporting ideas, of academic materials based on reading and listening activities.
9. The learner will be able to analyze graphs.
10. The learner will be able to research academic and personal topics for speeches/presentations.
11. The learner will be able to contribute to in-class discussions and answer questions with clear explanations, reasons, and examples.
12. The learner will use grammatical structures consistent with Level 4 proficiency.
13. The learner will be able to discuss and give sufficiently detailed explanations of vocabulary in preparation for the lecture.
14. The learner will be able to discuss lecture notes with peers.
15. The learner will be able to contribute to in-class discussions and answer questions with clear explanations, reasons, and examples.
16. The learner will be able to demonstrate fluency in producing large numbers (thousands, tens and hundreds of thousands, millions, etc.) orally and in writing.
17. The learner will be able to present research on academic topics to group/class members.
18. The learner will be able to give a brief summary of academic topics, focusing on main idea and main sub-topics.
19. The learner will be able to explain graphs using appropriate vocabulary.
20. The learner will be able to prepare at least three speeches/presentations on academic and personal topics with appropriate and relevant information and vocabulary, without electronic devices as back-up (crutch).
21. The learner will be able to outline at least three speeches/presentations on academic and personal topics with appropriate and relevant information and vocabulary, without electronic devices as back-up (crutch).
22. The learner will be able to deliver at least three speeches/presentations on academic and personal topics with appropriate and relevant information and vocabulary, without electronic devices as back-up (crutch).
23. The learner will be able to give impromptu presentations about personal topics or discussion questions.
24. The learner will be able to use appropriate body language (non-verbal behavior) in discussions and speeches/presentations.
25. The learner will be able to use appropriately formal language (careful choice of words) to deliver a speech/presentation.
26. The learner will be able to use (effective) transitions appropriately in a speech/presentation.
27. The learner will be able to demonstrate ability in basic communication skills: agreeing/disagreeing; interrupting; discussing in a group.
28. The learner will be able to set and meet individual goals for improving pronunciation influenced by his or her native language, including pronunciation pairs, intonation, phrasing, rhythm, speed (articulate clearly/rate, pitch, intensity).

ASSESSMENT OF LEARNER OUTCOMES:

Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of Academic Resource Center at 913-288-7670.