

Washtenaw Community College Comprehensive Report

ENG 025 High Beginning ESL Listening and Speaking

Effective Term: Spring/Summer 2013

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English/Writing

Discipline: English

Course Number: 025

Org Number: 11300

Full Course Title: High Beginning ESL Listening and Speaking

Transcript Title: High Beg ESL Speak and Listen

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: New Course

Change Information:

Rationale: Received approval to reuse course number ENG 025 per BA. Prior to this proposal, the ESL curriculum has paired the skills of reading and listening. However, listening and speaking are a natural pairing when it comes to the oral and aural aspects of language learning. Our intermediate and advanced courses pair these skills in ENG 035 and 065 respectively. Textbooks generally teach them together, as do other ESL programs. Also, our current curriculum does not specifically target high beginning speaking and pronunciation, and students would benefit from a course that focuses on these skills.

Proposed Start Semester: Spring/Summer 2013

Course Description: This course is designed to help students move beyond minimal survival English toward communication for daily living. The speaking portion of this class will focus on the English sound system, basic pronunciation, and practical conversation skills. The listening portion focuses on the comprehension of spoken English. Satisfactory/Unsatisfactory grading is used.

Course Credit Hours

Variable hours: No

Credits: 4

Lecture Hours: Instructor: 60 Student: 60

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 60 Student: 60

Repeatable for Credit: NO

Grading Methods: S/U (for courses numbered below 100)

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

Requisites

Prerequisite

ESL Reading Level E1; ESL Writing Level E1; ESL Listening Level E1

General Education

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Produce the sounds of the English language in basic vocabulary words, and perform basic intonation patterns.

Assessment 1

Assessment Tool: Tape of student reading a list of words and a list of sentences

Assessment Date: Fall 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all

How the assessment will be scored: departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will demonstrate mastery by scoring 70% or higher.

Who will score and analyze the data: departmental faculty

2. Produce and respond to learned expressions and questions appropriate for basic social situations such as short personal conversations with questions and answers; short interactions with English speakers as customers, students, and employees; asking for and offering help.

Assessment 1

Assessment Tool: Midterm and final exam

Assessment Date: Fall 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all

How the assessment will be scored: departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will demonstrate mastery by scoring 70% or higher.

Who will score and analyze the data: departmental faculty

3. Demonstrate comprehension of extended discourse on familiar everyday topics.

Assessment 1

Assessment Tool: ESL Compass Listening

Assessment Date: Fall 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all

How the assessment will be scored: scored by Compass

Standard of success to be used for this assessment: 70% of students will score at least 67 on ESL Compass Listening.

Who will score and analyze the data: departmental faculty

4. As appropriate, listen for specific or global information.

Assessment 1

Assessment Tool: ESL Compass Listening

Assessment Date: Fall 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all

How the assessment will be scored: scored by Compass

Standard of success to be used for this assessment: 70% of students will score at least 67 on ESL Compass Listening.

Who will score and analyze the data: departmental faculty

Course Objectives

1. Improve comprehension and production of the phonemes (vowel and consonant sounds) of the English language.

Matched Outcomes

2. Produce syllables correctly in basic vocabulary words.

Matched Outcomes

3. Improve whole word pronunciation, focusing on final sounds (-s, -ed, etc.)

Matched Outcomes

4. Recognize and implement the basic intonation patterns of spoken English.

Matched Outcomes

5. Produce questions and answers appropriate in situations where help is needed and offered.

Matched Outcomes

2. Produce and respond to learned expressions and questions appropriate for basic social situations such as short personal conversations with questions and answers; short interactions with English speakers as customers, students, and employees; asking for and offering help.

6. Express needs and desires appropriately in specific customer service situations.

Matched Outcomes

2. Produce and respond to learned expressions and questions appropriate for basic social situations such as short personal conversations with questions and answers; short interactions with English speakers as customers, students, and employees; asking for and offering help.

7. Formulate questions and answers in everyday situations based on scripts and prompts containing common English expressions.

Matched Outcomes

2. Produce and respond to learned expressions and questions appropriate for basic social situations such as short personal conversations with questions and answers; short interactions with English speakers as customers, students, and employees; asking for and offering help.

8. Communicate successfully using language appropriate to American educational and work settings.

Matched Outcomes

2. Produce and respond to learned expressions and questions appropriate for basic social situations such as short personal conversations with questions and answers; short interactions with English speakers as customers, students, and employees; asking for and offering help.

9. Demonstrate the ability to comprehend vocabulary studied as spoken by a native English speaker.

Matched Outcomes

3. Demonstrate comprehension of extended discourse on familiar everyday topics.
4. As appropriate, listen for specific or global information.

10. Identify main ideas and specific ideas in extended spoken discourse.

Matched Outcomes

3. Demonstrate comprehension of extended discourse on familiar everyday topics.
4. As appropriate, listen for specific or global information.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Reviewer

Action

Date

Faculty Preparer:*Heather Zettelmaier**Faculty Preparer**Feb 14, 2013***Department Chair / Area Director:***Carrie Krantz**Recommend Approval**Feb 15, 2013***Dean:***Bill Abernethy**Recommend Approval**Feb 15, 2013***Vice President for Instruction:***Stuart Blacklaw**Approve**Mar 12, 2013*