

Washtenaw Community College Comprehensive Report

ENG 035 English Listening, Pronunciation and Conversation (ESL) Effective Term: Fall 2014

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English/Writing

Discipline: English

Course Number: 035

Org Number: 11310

Full Course Title: English Listening, Pronunciation and Conversation (ESL)

Transcript Title: Eng Listen, Pron, Conv

Is Consultation with other department(s) required: No

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

Reason for Submission: Course Change

Change Information:

Consultation with all departments affected by this course is required.

Course title

Course description

Credit hours

Total Contact Hours

Rationale: ENG 035 focuses on three skill ESL skill areas: listening, conversation, and pronunciation. Students are placed into the course based on their ESL Compass Listening score. However, at present, much of the listening is assigned as homework. The two more interactive components of the class, conversation and pronunciation, get priority during instructional time. Because student placement into ENG 035 is based on a low listening score, class time to spend on listening comprehension would be very beneficial. Students who focus on listening skills in a classroom setting have the advantage of being able to ask questions, discuss listening pieces with classmates, and receive immediate feedback. They can obtain new listening strategies during instruction and practice them immediately.

Proposed Start Semester: Fall 2014

Course Description: In this course, students will improve their aural and oral communication skills. The three components of the course are: systematic introduction to and practice with the sound system of American English, especially suprasegmentals; extensive listening practice; and introduction to and practice with appropriate conversational skills, such as offering, accepting, and refusing invitations, and asking for and giving opinions.

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

College-Level Math

Requisites

Prerequisite

ESL Writing Level E4; ESL Reading Level E3; ESL Listening Level E3; Students with ESL Writing Level E3 may enroll in ENG 030 or ENG 032 concurrently; Students with ESL Reading Level E2 may enroll in ENG 027 or ENG 028 concurrently

General Education

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Produce the appropriate number of syllables in familiar words and use word stress and the rhythm of spoken English correctly.

Assessment 1

Assessment Tool: Recording of student reading a short paragraph

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all students

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: Full-time faculty

2. Comprehend and respond appropriately to speech acts such as asking for and giving opinions; comparing and expressing preferences; extending and responding to invitations; giving advice and making suggestions; making requests and offers and accepting and refusing same; using telephone openers and closers; and indicating changes in topic.

Assessment 1

Assessment Tool: Midterm and final exam

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: all students who complete the class

Number students to be assessed: all students who complete the class

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: Full-time faculty

3. Listen to recorded selections and answer global and discrete questions based on the selections.

Assessment 1

Assessment Tool: Multiple choice and short answer questions about selected recordings

Assessment Date: Fall 2015

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 who complete the class will demonstrate mastery by scoring 70% or higher.

Who will score and analyze the data: Full-time faculty

Course Objectives

1. Hear the correct number of syllables in an English utterance.
Matched Outcomes
2. Produce syllables correctly in an utterance.
Matched Outcomes
3. Understand and improve his/her problems with syllabification, such as extra syllables at the beginning of words that start with s, omitted articles, and incorrectly pronounced -ed endings.
Matched Outcomes
4. Recognize and correctly produce reductions and contractions in spoken English.
Matched Outcomes
5. Recognize and use pitch to distinguish stressed and unstressed syllables in words.
Matched Outcomes
6. Recognize and use vowel length to distinguish stressed and unstressed syllables in words.
Matched Outcomes
7. Recognize and use vowel clarity to distinguish stressed and unstressed syllables in words.
Matched Outcomes
8. Understand and correctly produce related words in which the shift in the stress patterns is salient (e.g. REcord vs. reCORD).
Matched Outcomes
9. Recognize and use the correct rhythm of spoken English, which de-emphasizes pronouns and other function words and emphasizes content words.
Matched Outcomes
10. Understand that words spoken in isolation mirror neutral English sentence stress and rhythm patterns.
Matched Outcomes
11. Recognize and produce the normal stress patterns of spoken English, which places neutral emphasis at the end of the sentence or clause.
Matched Outcomes
12. Recognize and use emphatic stress, which emphasizes words or phrases in non-terminal positions.
Matched Outcomes
13. Use information questions to initiate conversations with both friends and strangers.
Matched Outcomes
14. Use appropriate topics when initiating conversations with strangers and with friends.
Matched Outcomes
15. Ask and respond to information so as to maintain a conversation.
Matched Outcomes
16. Terminate a conversation by apologizing, expressing satisfaction with the conversation, making an excuse, and/or expressing intentions to interact in the future, as appropriate.
Matched Outcomes
17. Use the correct intonation for Yes/No and Wh- questions.
Matched Outcomes
18. Ask for information using a variety of question forms which vary in levels of politeness.
Matched Outcomes
19. Respond to a variety of information question forms appropriately.
Matched Outcomes
20. Distinguish questions from requests and offers.
Matched Outcomes
21. Express opinions politely using several different forms appropriately.
Matched Outcomes
22. Ask for the opinion of others politely.
Matched Outcomes
23. Use several different forms to agree with the opinion of others.
Matched Outcomes
24. Use several different forms to politely disagree with the opinion of others.
Matched Outcomes

25. Understand when agreement and/or disagreement has taken place in a conversation.
Matched Outcomes
26. Discuss how two items are similar.
Matched Outcomes
27. Discuss how two items are different.
Matched Outcomes
28. Politely express a preference for one item or course of action over another.
Matched Outcomes
29. Express why he/she finds one item superior to another in a given context.
Matched Outcomes
30. Persuade another using comparative statements.
Matched Outcomes
31. Understand when an invitation has been extended.
Matched Outcomes
32. Accept an invitation appropriately.
Matched Outcomes
33. Politely refuse an invitation and make an appropriate excuse.
Matched Outcomes
34. Extend invitations using several forms appropriately.
Matched Outcomes
35. Respond politely to the refusal of an invitation.
Matched Outcomes
36. Understand and distinguish between advice and suggestions.
Matched Outcomes
37. Identify appropriate situations for giving advice and offer advice using appropriate forms.
Matched Outcomes
38. Respond appropriately to advice given.
Matched Outcomes
39. Identify appropriate situations for giving suggestions and offer suggestions using appropriate forms.
Matched Outcomes
40. Respond appropriately to suggestions offered.
Matched Outcomes
41. Understand and distinguish between requests and offers.
Matched Outcomes
42. Make requests using a variety of forms appropriately.
Matched Outcomes
43. Accept and refuse requests politely and appropriately.
Matched Outcomes
44. Use a variety of forms to make offers.
Matched Outcomes
45. Accept and reject offers politely and appropriately.
Matched Outcomes
46. Recognize and use the appropriate openers for telephone calls initiated and received by the student.
Matched Outcomes
47. Ask for clarification appropriately during a telephone conversation.
Matched Outcomes
48. Recognize and appropriately use signals that indicate a telephone conversation is about to end.
Matched Outcomes
49. Understand the general topic of an extended conversation.
Matched Outcomes
50. Understand specific details of an extended conversation.
Matched Outcomes
51. Understand questions based on an extended conversation.
Matched Outcomes

52. Ask questions for clarification as needed.

Matched Outcomes

New Resources for Course

Course Textbooks/Resources

Textbooks

Gilbert, Judy. *Clear Speech*, 3rd ed. Cambridge Univ. Press, 2005, ISBN: 978-0-521-543.

Beisbie, Beverly. *Sounds Great, Book 2*, 2nd ed. Heinle and Heinle, 1994

Tillitt, Bruce and Bruder, Mary Newton. *Speaking Naturally*, ed. Cambridge University Press, 1985, ISBN: 0521271304.

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Reviewer

Action

Date

Faculty Preparer:

Heather Zettelmaier

Faculty Preparer

Jan 08, 2014

Department Chair/Area Director:

Carrie Krantz

Recommend Approval

Jan 15, 2014

Dean:

Dena Blair

Recommend Approval

Jan 17, 2014

Vice President for Instruction:

Bill Abernethy

Approve

Mar 06, 2014