

COURSE SYLLABUS

Course Title:	Oral Communications V		Date submitted:	May 2019 (AAC: 19-25)
Department:	Humanities			
Curriculum:	ESL Curriculum			
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	ESL*157	Prerequisites:	
	Course Type:	L	C- or better in ESL: Grammar III (ESL*135) and/or ESL: Reading & Writing III (ESL*133), or placement into ESL Level IV or higher, or permission of Humanities Department Chair.	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio			
	Elective Type:	FL/G/HU/LAS		
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science		Corequisites:	
	Credit Hours:	3	None	
	Developmental: (yes/no)	no		
	Lecture:	3		
	Clinical:	0		
	Lab:	0		
Studio:	0			
Other:	0			
Contact Hours:	TOTAL: 3	Other Requirements:		
Class Maximum:	21	None		
Semesters Offered:	F/S/Su			

<p>Catalog Course Description:</p>	<p>This is the advanced course in oral skills in the ESL curriculum. The primary focus is to build proficiency in the listening and speaking skills that English as Second Language students need to be successful in an academic setting. The course will focus on two types of skills: those needed to listen to, comprehend, and take notes in academic lectures and those needed to participate in the full range of classroom activities including asking questions, interrupting, using and interpreting common modes of agreement and disagreement, and communication skills associated with group work.</p>
<p>Topical Outline: List course content in outline format.</p>	<ol style="list-style-type: none"> 1. Introduction to academic lectures <ol style="list-style-type: none"> A. Organizational structures of academic lectures B. Discourse structures commonly used in lectures <ol style="list-style-type: none"> 1. Building a working schemata for listening to lectures 2. Deductive reasoning 3. Inductive reasoning C. Signposts: Separating information into digestible chunks <ol style="list-style-type: none"> 1. Recognizing the main points 2. Recognizing supporting details 3. Recognizing divergence from the main focus 2. Listening strategies for note taking in academic lectures 3. Oral skills appropriate to classroom and group work <ol style="list-style-type: none"> A. Oral skills used in the classroom <ol style="list-style-type: none"> 1. Ice breakers (chitchat) 2. Asking questions 3. Interrupting 4. Responding to interruptions 5. Challenging another student's or a teacher's opinion 6. Responding to challenges from others 7. Recognizing attitudes of discrimination 8. Responding to attitudes of discrimination B. Oral skills appropriate to academic group work <ol style="list-style-type: none"> 1. Normal conversational group etiquette 2. Being an active member of a group 3. Asserting a point or opinion 4. Expressing agreement and disagreement 5. Building consensus 6. Interpreting levels of politeness 7. Recognizing sarcasm 8. Recognizing humor
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <ol style="list-style-type: none"> 1. recognize organizational structures common to academic lectures 2. in the context of listening to academic lectures, differentiate the main idea from supporting details and from unexpected diversions away from the main topic 3. recognize standard conversational etiquette 4. recognize divergence from standard conversation etiquette 5. in a lecture setting, apply appropriate strategies to ask questions, interrupt, or respond to interruptions 6. in a small group setting, apply appropriate strategies to ask questions, interrupt, respond to interruptions, and build consensus 7. when speaking, take a position on a topic and defend that position 8. recognize conversational overtones such as humor, sarcasm or discrimination <p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p>None</p>

	<p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>6. Oral Communication - Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p>Demonstrates: Delivers oral presentations with information and/or analysis appropriate for the rhetorical situation. Content is reinforced by appropriate verbal and nonverbal communication.</p> <p>Does Not Demonstrate: Oral presentations lack information and/or analysis appropriate for the rhetorical situation. Content may not be reinforced by appropriate verbal and nonverbal communication.</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <p>Quizzes – both written and oral</p> <p>Exams—both written and oral</p> <p>Group presentations</p> <p>Panel discussions</p>
<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: None</p> <p>Desired: Language lab for listening/speaking software.</p> <p>Minimal requirement: Room with technology</p>
<p>Suggested Textbook(s)</p>	<p>Communicating Effectively in English: Oral communication for non-native speakers, Advanced Listening Comprehension, or North Star 5: Listening and Speaking. See discipline coordinator for alternate text recommendation.</p>