

Washtenaw Community College Comprehensive Report

ESL 135 English Listening, Pronunciation and Conversation (ESL) Effective Term: Fall 2020

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English as Second Language

Course Number: 135

Org Number: 11300

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: Three Year Review / Assessment Report

Change Information:

Outcomes/Assessment

Other:

Rationale: Several minor changes are recommended in the area of assessment tools.

Proposed Start Semester: Fall 2020

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: Letter Grades

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

No Level Required

Requisites

Prerequisite

ESL GVR Level E-3 and ESL Listening Level E-3; Students with ESL Reading Level E-2 may enroll in ESL 128 concurrently.

General Education

Degree Attributes

Below College Level Pre-Reqs

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 passage

Assessment Date: Fall 2021

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. 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: Written dialogues on the midterm and final exams

Assessment Date: Fall 2021

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

Assessment 2

Assessment Tool: Audio or video recordings of each student conversing with the instructor from the midterm and final exams

Assessment Date: Fall 2021

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

Assessment 1

Assessment Tool: Outcome-related multiple-choice and short answer questions

Assessment Date: Fall 2021

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Answer key (multiple-choice) and departmentally-developed rubric (short answer)

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

Course Objectives

1. Hear the correct number of syllables in an English utterance.
2. Produce syllables correctly in an utterance.
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.
4. Recognize and correctly produce reductions and contractions in spoken English.
5. Recognize and use pitch to distinguish stressed and unstressed syllables in words.
6. Recognize and use vowel length to distinguish stressed and unstressed syllables in words.
7. Recognize and use vowel clarity to distinguish stressed and unstressed syllables in words.
8. Understand and correctly produce related words in which the shift in the stress patterns is salient (e.g. REcord vs. reCORD).
9. Recognize and use the correct rhythm of spoken English, which de-emphasizes pronouns and other function words and emphasizes content words.
10. Understand that words spoken in isolation mirror neutral English sentence stress and rhythm patterns.
11. Recognize and produce the normal stress patterns of spoken English, which places neutral emphasis at the end of the sentence or clause.
12. Recognize and use emphatic stress, which emphasizes words or phrases in non-terminal positions.
13. Use information questions to initiate conversations with both friends and strangers.
14. Use appropriate topics when initiating conversations with strangers and with friends.
15. Ask and respond to information so as to maintain a conversation.
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.
17. Use the correct intonation for Yes/No and Wh- questions.
18. Ask for information using a variety of question forms which vary in levels of politeness.
19. Respond to a variety of information question forms appropriately.
20. Distinguish questions from requests and offers.
21. Express opinions politely using several different forms appropriately.
22. Ask for the opinion of others politely.
23. Use several different forms to agree with the opinions of others.
24. Use several different forms to politely disagree with the opinion of others.
25. Understand when agreement and/or disagreement has taken place in a conversation.
26. Discuss how two items are similar.
27. Discuss how two items are different.
28. Politely express a preference for one item or course of action over another.
29. Express why he/she finds one item superior to another in a given context.
30. Persuade another using comparative statements.
31. Understand when an invitation has been extended.
32. Accept an invitation appropriately.
33. Politely refuse an invitation and make an appropriate excuse.
34. Extend invitations using several forms appropriately.
35. Respond politely to the refusal of an invitation.
36. Understand and distinguish between advice and suggestions.
37. Identify appropriate situations for giving advice and offer advice using appropriate forms.
38. Respond appropriately to advice given.
39. Identify appropriate situations for giving suggestions and offer suggestions using appropriate forms.
40. Respond appropriately to suggestions offered.
41. Understand and distinguish between requests and offers.

42. Make requests using a variety of forms appropriately.
43. Accept and refuse requests politely and appropriately.
44. Use a variety of forms to make offers.
45. Accept and reject offers politely and appropriately.
46. Recognize and use the appropriate openers for telephone calls initiated and received by the student.
47. Ask for clarification appropriately during a telephone conversation.
48. Recognize and appropriately use signals that indicate a telephone conversation is about to end.
49. Understand the general topic of an extended conversation.
50. Understand specific details of an extended conversation.
51. Understand questions based on an extended conversation.
52. Ask questions for clarification as needed.

New Resources for Course

Course Textbooks/Resources

Textbooks

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

WCC ESL Faculty. *ESL 135 Conversation Coursepack*, ed. WCC, 2019

Numrich, Carol. *Face the Issues: Intermediate Listening and Critical Thinking Skills*, 3rd ed. Pearson, 2006

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Elizabeth Foss</i>	<i>Faculty Preparer</i>	<i>Jan 21, 2020</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Jan 22, 2020</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Jan 22, 2020</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Feb 19, 2020</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Feb 24, 2020</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Feb 25, 2020</i>

Washtenaw Community College Comprehensive Report

ESL 135 English Listening, Pronunciation and Conversation (ESL) Effective Term: Fall 2015

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English/Writing

Discipline: English as Second Language

Course Number: 135

Org Number: 11300

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: New Course

Change Information:

Rationale: Change ESL courses from developmental to college level for the potential to transfer.

Proposed Start Semester: Fall 2015

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. This course contains material previously taught in ENG 035 English Listening, Pronunciation and Conversation (ESL).

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: Letter Grades

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

No Level Required

Requisites

Prerequisite

ESL GVR Level E-3 and ESL Listening Level E-3; Students with ESL Reading Level E-2 may enroll in ESL 128 concurrently.

General Education**Degree Attributes**

Below College Level Pre-Reqs

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 2018

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. 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 2018

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. 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 2018

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

Course Objectives

1. Hear the correct number of syllables in an English utterance.
2. Produce syllables correctly in an utterance.
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.

4. Recognize and correctly produce reductions and contractions in spoken English.
5. Recognize and use pitch to distinguish stressed and unstressed syllables in words.
6. Recognize and use vowel length to distinguish stressed and unstressed syllables in words.
7. Recognize and use vowel clarity to distinguish stressed and unstressed syllables in words.
8. Understand and correctly produce related words in which the shift in the stress patterns is salient (e.g. REcord vs. reCORD).
9. Recognize and use the correct rhythm of spoken English, which de-emphasizes pronouns and other function words and emphasizes content words.
10. Understand that words spoken in isolation mirror neutral English sentence stress and rhythm patterns.
11. Recognize and produce the normal stress patterns of spoken English, which places neutral emphasis at the end of the sentence or clause.
12. Recognize and use emphatic stress, which emphasizes words or phrases in non-terminal positions.
13. Use information questions to initiate conversations with both friends and strangers.
14. Use appropriate topics when initiating conversations with strangers and with friends.
15. Ask and respond to information so as to maintain a conversation.
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.
17. Use the correct intonation for Yes/No and Wh- questions.
18. Ask for information using a variety of question forms which vary in levels of politeness.
19. Respond to a variety of information question forms appropriately.
20. Distinguish questions from requests and offers.
21. Express opinions politely using several different forms appropriately.
22. Ask for the opinion of others politely.
23. Use several different forms to agree with the opinions of others.
24. Use several different forms to politely disagree with the opinion of others.
25. Understand when agreement and/or disagreement has taken place in a conversation.
26. Discuss how two items are similar.
27. Discuss how two items are different.
28. Politely express a preference for one item or course of action over another.
29. Express why he/she finds one item superior to another in a given context.
30. Persuade another using comparative statements.
31. Understand when an invitation has been extended.
32. Accept an invitation appropriately.
33. Politely refuse an invitation and make an appropriate excuse.
34. Extend invitations using several forms appropriately.
35. Respond politely to the refusal of an invitation.
36. Understand and distinguish between advice and suggestions.
37. Identify appropriate situations for giving advice and offer advice using appropriate forms.
38. Respond appropriately to advice given.
39. Identify appropriate situations for giving suggestions and offer suggestions using appropriate forms.
40. Respond appropriately to suggestions offered.
41. Understand and distinguish between requests and offers.
42. Make requests using a variety of forms appropriately.
43. Accept and refuse requests politely and appropriately.
44. Use a variety of forms to make offers.
45. Accept and reject offers politely and appropriately.
46. Recognize and use the appropriate openers for telephone calls initiated and received by the student.
47. Ask for clarification appropriately during a telephone conversation.
48. Recognize and appropriately use signals that indicate a telephone conversation is about to end.
49. Understand the general topic of an extended conversation.
50. Understand specific details of an extended conversation.
51. Understanding questions based on an extended conversation.
52. Ask questions for clarification as needed.

New Resources for Course

Course Textbooks/Resources

Textbooks

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

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Heather Zettelmaier</i>	<i>Faculty Preparer</i>	<i>Nov 20, 2014</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Dec 04, 2014</i>
Dean: <i>Dena Blair</i>	<i>Recommend Approval</i>	<i>Dec 05, 2014</i>
Curriculum Committee Chair: <i>Kelley Gottschang</i>	<i>Recommend Approval</i>	<i>Jan 12, 2015</i>
Assessment Committee Chair: <i>Michelle Garey</i>	<i>Recommend Approval</i>	<i>Jan 14, 2015</i>
Vice President for Instruction: <i>Bill Abernethy</i>	<i>Approve</i>	<i>Jan 26, 2015</i>