

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>English as a Second Language</u>						
<b>COURSE RUBRIC AND NUMBER</b>	<u>ESOL 0326</u>						
<b>COURSE TITLE</b>	<u>Intermediate Listening and Speaking</u>						
<b>COURSE CREDIT HOURS</b>	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 10px;"><b>3</b></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 10px;"><b>3</b></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 10px;"><b>1</b></td> </tr> <tr> <td style="padding: 2px 10px;">Credits</td> <td style="padding: 2px 10px;">Lec</td> <td style="padding: 2px 10px;">Lab</td> </tr> </table>	<b>3</b>	<b>3</b>	<b>1</b>	Credits	Lec	Lab
<b>3</b>	<b>3</b>	<b>1</b>					
Credits	Lec	Lab					

### I. Catalog Description

Develops listening and speaking skills in speakers of languages other than English and prepares them to function in educational, vocational and/or personal English-speaking contexts. Intermediate level. May not be counted toward graduation requirements. A grade of a “C” or better will be required for advancement to the next course. **Prerequisite: Assessment of English language proficiency or ESOL 0325. (3:1). Lab fee.**

### II. Course Objectives

Since this class is designed to prepare non-native speakers of English for academic courses, students are expected to use English in class at an appropriate level. Moreover, writing, reading, grammar, and listening and speaking activities will be incorporated throughout the course.

Upon satisfactory completion of this course, the student will be able to:

- A. Use active listening strategies to comprehend spoken messages and take notes.
- B. Comprehend, respond to, and initiate open-ended, direct, inferential, and closed-ended questions and prompts.
- C. Practice English pronunciation in context.
- D. Answer comprehension questions based on notes which effectively condense academic lecture material.
- E. Present at least one individual 4-5 minute academic speech which includes an introduction, body, and conclusion.
- F. Read and respond orally, or in writing, to questions from a variety of materials, such as textbooks, newspapers, and short stories at the appropriate level.
- G. Express opinions and ideas using logical support, intermediate vocabulary and grammar structures.
- H. Interpret meaning of visual and written materials.

### III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students (**at the appropriate level**) will:

1. Demonstrate understanding of authentic oral texts (e.g., lectures, news casts, pod casts) that contain sophisticated vocabulary and structures by successfully completing comprehension tasks, such as answering questions, note-taking, outlining, paraphrasing, summarizing, or evaluating the

content, etc. [comprehension tasks such as identifying main, supporting ideas, and implied meaning are subsumed.]

2. Plan and deliver formal oral presentations using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, non-verbal cues, and appropriate volume and intonation, and respond appropriately to questions.
3. Speak with fluency, using complex and accurate language, clear pronunciation and prosodic elements (e.g., intonation, rhythm, word and sentence stress).
4. Demonstrate the ability to use a range of formal and informal language appropriate to context.
5. Participate in discussions in formal and informal settings using active listening skills and making appropriate and extended comments.
6. Assess own language production and use appropriate self-monitoring strategies such as rephrasing, re-directing, asking for clarification, and circumlocution.
7. Analyze and evaluate oral expression by listening critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
8. Demonstrate knowledge of a wide range of cultural conventions and references in oral and nonverbal communication.

#### IV. Evaluation

##### A. Placement

Enrollment in ESOL 0326 is determined by placement test score or successful completion of ESOL 0325.

##### B. Assessment

1. Students will demonstrate successful attainment of the course objectives through instructor assigned activities. Activities can include: individual graded speaking activities, listening notes and quizzes, group speaking assignments, role play assignments, and, where appropriate, reading and writing activities.
  2. Students must have an average of 70% or higher to take the course Exit Exam and must pass the Exit Exam with a score of 70% or better. The Exit Exam includes a speaking section and listening section. If a student passes one and does not pass the other, the student may take a second exam in the area they did not pass. However, if a student does not pass both sections, they do not have a second chance to take the Exit Exam. If a student does not pass the Exit Exam, the student will receive a "D" and must repeat the course to advance. A grade of "C" or higher is required to advance to the next level.
  3. Students are required to complete all lab activities for this course. Refer to lab manual for details.
  4. Students are required to complete all lab activities for this course.
- C. Speaking and listening assignments will be 85% of the grade. A minimum of eight assignments will be graded for this course. At least five assignments should focus on speaking and at least three should focus on listening. Lab work cannot count more than 15% of the final grade.

##### Grading Scale

A = 90 - 100%	I = Incomplete
B = 80 - 89%	W = Withdrew or Withdrawn
C = 70 - 79%	
D = 60 - 69%	
F = 0 - 59%	

Note: A grade of C or better is required for advancement to the next course.

D. Course Support

Students who need assistance with anything related to the course should consult the instructor.

**V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024)

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.