



De Anza Community College
Division of Language Arts
Department of English as a Second Language

ESL 261 / 461: Low-Advanced Listening and Speaking

Quarter and year: Summer 2023 (7/3 - 8/11/2023)

Course and Section Number: **13382 Sec. 001**

Meeting Times and Locations: MW 12:30P - 2:20P **Rm# L35**

Instructor: Ms. M. Ebrat

Office Location: ___

Phone: ___

Departmental Secretary: ___

Office Hours: 2:30p - 3:30p Mon. & Wed **or by appointment**

E-mail Address: ebratmariam@fhda.edu

Course Description

This course emphasizes listening comprehension and proficiency in speaking in academic settings, and expression of students' ideas using a variety of speaking strategies, along with development of vocabulary, pronunciation and note-taking skills. Students will increase their ability to understand conversations through structured and communicative activities. This two-credit course provides training for students who want to build their vocabulary and cultural fluency for communicative success in a variety of situations.

2 Lab hours, 2 credits (non-degree)

Co- or Pre-requisite: ESL 251 / 451 or placement through De Anza ESL assessment deanza.edu/assessment/es

Text and Materials:

REQUIRED:

- € Textbook: Title: **Academic Encounters Book 4, 2nd ed.**
- € Author: Espeseth, Miriam
- € ISBN: 978-1-107-60298-4
- € Publisher: Cambridge, 2012
- € **Access and familiarity with CANVAS**
- € **Listening Lab - ATC** (*we will go visit the listening lab as a class*)

- € **Binder or Folder** for handouts & worksheets to keep and study from
- € **Notebook or loose paper** to take notes on and turn-in write-ups for group discussions
- € **Dictionary:** Longman Dictionary of American English. Also helpful is the Merriam-Webster online dictionary (<http://www.m-w.com/>), which contains common pronunciations.

I will be sending you pdf content from the text through **CANVAS** as we will not be using every single chapter.

Listening & Speaking Center	Located in ATC 313	https://www.deanza.edu/studentsuccess/lsc/
Student Success Center - Tutoring	See website for specific room location	https://www.deanza.edu/studentsuccess/
Counseling Services	See website for specific room location	https://www.deanza.edu/our-counselors/

Student Learning Objectives:

As a result of meeting the requirements in this course, students will:

- Produce comprehensible low advanced spoken English on academic topics through one-on-one, group and public speaking situations.
- Demonstrate listening comprehension of a variety of low advanced materials, including academic lectures, newscasts, dialogues and interviews by taking notes and answering questions.
- Improve listening comprehension skills
- Expand passive and active vocabulary
- Increase knowledge and understanding of American culture
- Enhance conversation skills

Course Objectives:

- Use appropriate spoken American English in discussions and for given functions on a variety of academic topics.
- Use the appropriate spoken American English grammar for a given function with allowance for a few gross errors.
- Demonstrate oral competency by listening to and answering comprehension questions on both literal and inferred meaning.
- Exhibit appropriate note-taking skills on passages including lectures, newscasts, discussions, conversations, and interviews.
- Analyze and apply cross-cultural customs and attitudes by comparing and contrasting them with the students' own.
- Demonstrate clear pronunciation and adequate rate of speech appropriate to the low-advanced level of English fluency.

Assessment & Methods:

The major assessment types used in this course are quizzes, graded discussions, homework assignments, presentations, and class participation. This includes active involvement in class discussions and being prepared for class by completing homework assignments by their due date.

Methods include but not limited to:

- Lecture and visual aids
- Discussion and problem solving performed in class
- Quiz and examination review performed in class
- Homework (practice & repetition)
- Collaborative learning and small group exercises
- Laboratory exercises and quizzes that evaluate pronunciation, vocabulary, and comprehension
- Individual and group presentations and other media assignments, etc.

Grading Policy:

Class Participation	10%
Group work / Discussions	20%
Homework	10%
Listening Lab	10%
Quizzes & Tests	20%
Individual Presentations	30%

Grading Scale:

A	90-100
B+	86-89
B	80-85
C+	76-79
C	70-75
D	65-69
F	64 or below

Attendance Policy

Students should consider the decision to miss class very carefully.

1. The instructor will take attendance every class period.
2. Students may miss ONE class period without penalty during **Summer Session**, BUT doing so is not encouraged.
3. Missing any portion of the class longer than 30 minutes is considered a total absence.
4. After two absences, students will lose two points from their final grade for each absence.
5. The instructor will inquire about attendance, and chronic lateness will be addressed as well.

Late work and make up policy

The instructor expects that the student will contact her by email or phone or private consultation if a class will be/has been missed and if the student desires to complete the assignment. A viable reason for the absence should be offered. Otherwise, the instructor will assume the student chose not to complete the assignment and to take the penalty. It is the student's responsibility to approach the instructor about making up work. If a test or speech is missed, the student should expect to take the test or give the speech immediately upon returning to class.

Warning:

On speech delivery days, class may go over time five to ten minutes to finish speeches. Please do not leave unless absolutely necessary.

DISCLAIMER

The instructor reserves the right to delete assignments if time does not permit and subsequently to adjust the distribution of point values of remaining assignments.

Because I allow for extra points to be earned, I DO NOT round up grades. (89.5 is a B). Please do not ask.

How to Succeed in the Class

- Turn off and put away electronic devices when the instructor starts class.
- Attend every session. Each class session is very important and packed with activities. Class attendance is a leading factor in college success, and it is important to support one another as audience members in this class. You will also get to know your classmates better, which will help your presentations.
- Bring the syllabus, class calendar, and all relevant handouts to class every day. Handouts or other reference material will be provided in class or via CANVAS.
- (Suggestion: Students are encouraged to purchase a language learner's dictionary, such as the Longman Dictionary of American English. Also helpful is the Merriam-Webster online dictionary (<http://www.m-w.com/>), which contains common pronunciations.
- E-mailing: Please include your FULL NAME - course/section i.e. ESL 461 / 261 in the subject line of all emails if you want them answered within 24hrs. I will not be able to recognize your full name just by your email address.
- You will not be provided with make-up notes for media content viewed, lectures, or discussions. **You are responsible for getting the contact information of two fellow students to help you catch up (at their discretion) if you have to miss lecture or discussion.**

COURSE CALENDAR **TENTATIVE & SUBJECT TO CHANGE**

Week	Class Activity	Assignment	Due
Unit 1: 7/3 - 7/5	<p>7/3 - Introductions conversations</p> <p>7/5 - Lecture: Syllabus overview What is Listening? Internal vs. external noise</p> <p>Weekly Vocabulary - Make a list of words that were not familiar to you during lecture & conversation. Define each one.</p>	<p>Speaking: Introduce yourself to classmate(s) and answer three of the questions from student questionnaire in CANVAS</p> <ul style="list-style-type: none"> ● Listening: Listen to a short lecture on the importance of listening skills. ● Writing: Write five sentences on the challenges of learning a new language. 	<p>7/5 - Submit</p> <ol style="list-style-type: none"> 1. student questionnaire 2. Five sentence response on the challenges of learning a new language 3. VOCABULARY list in CANVAS
Unit 2: 7/10 - 7/12	<p>Family & Home</p> <p>7/10 - Listening: Interview 1 Growing up in a Large Family</p> <p>Interview 2 Family Stories</p> <p>7/12 - Lecture TED Talk: "Lessons from the longest human study on development" - Helen Pearson (2017)</p> <p>Group Discussion: What did</p>	<ul style="list-style-type: none"> ● Listening: ● Listen to a conversation between two people and identify the main points of the conversation. ● Speaking - Group Discussion: Describe group mate's family dynamics - describe childhood, teen years, and adulthood. ● ** extra credit** ● Reading: Read a 	<p>7/12 - Due in CANVAS - submit note taking on main points and supporting details heard in the TED Talk.</p> <p>Submit a detailed description of group mate's childhood, teen years, and adulthood - one page, 4 - 5 paragraphs - answering the questions on handout</p>

	<p>you learn from the TED talk?</p> <p>Weekly Vocabulary QUIZ 7/12 - Make a list of words that were not familiar to you during lecture & conversation. Define each one.</p>	<p>book or article about family dynamics in a culture that is different from your own.</p>	<p>Submit VOCABULARY list in CANVAS</p> <p>**extra credit** Submit a one page essay on the article you read about family dynamics in a culture different from your own</p>
<p>Unit 3: 7/17 - 7/19</p>	<p>Technology / AI</p> <p>Lecture: What is AI? Chat-Bots?</p> <p>Economist YT video: Beyond ChatGPT: what chatbots mean for the future</p> <p>Group discussion: What are the main ideas of the Economist Video? What are the supporting details?</p> <p>Weekly Vocabulary - QUIZ - 7/19 Make a list of words that were not familiar to you during lecture & conversation. Define each one.</p>	<ul style="list-style-type: none"> • Listening / Note taking • Listen to the Economist YT video and identify the main points and supporting details of the video. • Speaking - Group Discussion: Share what you found to be the main ideas and supporting details - Does AI technology affect you? Why or Why not? 	<p>7/19 Due in CANVAS:</p> <p>Submit VOCABULARY list in CANVAS</p> <p>Writing: Write a one page / four paragraph essay on the challenges of learning a new language.</p>
<p>Unit 4: 7/24 - 7/26</p>	<p>Current Events - Mass Media Influence & Critical Thinking</p> <p>7/24 & 7/26 - Lecture: What is Critical Thinking? Claims? Mass Media influence Reasoning skills Inferring conclusion Logical cohesion</p> <p>Listening: ????</p>	<ul style="list-style-type: none"> • Listening / Note taking • Listen to the TED Talk / YT video and identify the main points and supporting details of the video. • Speaking - Group Discussion: Share what you found to be the main ideas 	<p>7/26 Due in CANVAS:</p> <ul style="list-style-type: none"> • What are THREE key distinctions of quality journalism? • What are THREE key distinctions of bad

	<p>TED Talk News</p> <p>Speaking: Group discussion</p> <p>Weekly Vocabulary - Make a list of words that were not familiar to you during lecture & conversation. Define each one.</p>	<p>and supporting details</p>	<p>quality journalism?</p> <p>Submit 3-4 paragraphs detailing your reasoning for good or bad quality media consumption</p> <p>Submit VOCABULARY list in CANVAS</p>
<p>Unit 5: 7/31 - 8/2</p>	<p>7/31 - Health, Stress management</p> <p>Lecture: Psychoneuroimmunology (PNI)</p> <p>Listening: 8/2 Lecture: RadioLab: "Bliss" - What if a person can't hear or see? What does learning a second language look like then?</p> <p>Speaking: Group discussion</p> <p>Weekly Vocabulary QUIZ 8/2 Make a list of words that you were not familiar with during lecture & conversation. Define each one.</p>	<ul style="list-style-type: none"> • Listening / Note taking • Listen to the Radio Lab episode and identify the main points and supporting details of the video. • Speaking - Group Discussion: Share what you found to be the main ideas and supporting details 	<p>8/2 Due in CANVAS:</p> <p>Attend Listening Lab and complete 2 hrs</p> <p>Submit 3-4 paragraphs - How do you manage your health and stress? How would you advise ___ to manage his health and stress?</p> <p>Make a VIDEO RECORDING on your phone (minimum 5 mins.) interviewing someone about what they think of or understand to mean by 'bliss'?</p> <p>Submit the video in CANVAS</p> <p>Submit VOCABULARY list in CANVAS</p>
<p>Unit 6:</p>	<p>FINAL PRESENTATIONS 8/7 & 8/9</p>	<p>**NO EXCEPTIONS FOR LATE WORK**</p>	<p>8/11 - Presentation Outline and notes</p>

8/7 - 8/9	What did you learn from this class?		due in CANVAS Submit 3 - 4 paragraphs answering - What did you learn from this class? Listening Lab - 2 hrs DUE
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ASSIGNMENTS / POINTS

CATEGORY	Assignment Names	Points Total
Individual Presentation	Academic / Career topic of interest	50 Each
Group Discussions / Presentations	Based on Topics / Units from the class (in-class weekly)	25 Each
Quizzes	3 quizzes on vocabulary (*tentative* subject to change)	15 Each
Weekly Vocab List submissions	6 lists (minimum 10 words)	10 points
Homework	weekly assignments based on unit topics (*tentative* subject to change)	20 Each
Listening Lab	2 hours	25 Each
Misc & Extra credit	Short questionnaires + extra credit	5 - 20
TOTALS		~ 555

Academic Dishonesty:

Don't cheat. It's unethical and unnecessary. Plagiarism will not be tolerated. Any evidence of plagiarizing (representing somebody else's work as your own, whether another student's work or a published source) in your written assignments will result in 0 points for the assignment. All cases of academic dishonesty will also be reported to the appropriate college officials. If you aren't clear about what cheating is, check the DeAnza College website on the pages entitled "College/District Policies and Guidelines", under the heading Academic Integrity or chat with me for more info.

Accommodations: Please notify me as early as possible in the term to discuss course accommodations needed due to medical or other conditions. De Anza College views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health , attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from Clockwork early in the quarter to review how the accommodations will be applied in the course. Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center.
- Exams must be booked at least five (5) business days in advance of the instructor approved exam date/time.
- Finals exams must be scheduled seven (7) business days/weekdays in advance of the instructor approved exam date/time.
- Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations and you will be required to take your exam in class.
- Contact the DSS if you cannot find or utilize your MyPortal Clockwork Portal.
- DSS strives to provide accommodations in a reasonable and timely manner, some accommodations may take additional time to arrange. We encourage you to work with DSS

and your faculty as early in the quarter as possible so that we may ensure that your learning experience is accessible and successful.

DSS Location: RSS Building, Suite 141

Phone: 408-864-8753

On the web: <http://www.deanza.edu/DSS/>

Email: DSS@deanza.edu