

COURSE SYLLABUS

Course Title	Listening/Speaking for Advanced I
Course Number	ESL301-2
Clock Hours	50
Instructional Methods	Lecture (50 hours)
Schedule	TBA
Instructor	TBA
Office Hours	by appointment
Required Text(s)	Solorzano, H. S. & Schmidt, J. P. L. (2015). <i>NorthStar Listening & Speaking 3</i> . (4th ed.). White Plains, NY: Pearson Education.
Additional Text(s)	N/A Handouts will be given as needed

Course Description

This course focuses on listening and understanding other people's ideas, communicating students' ideas, and exchanging them with fellow classmates. This course provides students with a unique collection of fluency practice activities designed to improve listening and speaking abilities. Students who complete this course successfully will be able to express their ideas in English, understand a wide range of advertisements, maps, pictures, and recordings, solve problems, exchange information, and describe experiences in class. Prerequisite: ESL202 or equivalent.

Prerequisite(s) and Corequisite(s)

Prerequisite: Qualifying score between 261.00 and below 310.99 on the ACCUPLACER Test or the successful completion of ESL102.

Corequisites: ESL301-1 Grammar for Advanced I

ESL301-3 Reading/Writing for Advanced I

ESL301-4 Discussion for Advanced I

Learning Objectives and Goals

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

- A. Integrate two or more language skills
- B. Listen critically and develop arguments on issues they hear
- C. Communicate and understand different ideas effectively.
- D. Speak about ideas and thoughts more fluently.
- E. Use critical thinking skills and make inferences to understand the English language more clearly.
- F. Make conversation more fluently and clearly through understanding the American culture.
- G. Express ideas and thoughts using a wide range of vocabulary.
- H. Recognize the main ideas and supporting details

- I. Recognize the presenter's organizational structure and follow the sequence of ideas expressed
- J. Note how examples, illustrations, and visual aids support or take away key message
- K. Determine literal and implied meaning of message
- L. Make jot notes to assist recall of the main idea(s) expressed by the speaker

Listening and Speaking Requirement

Students are required to register in their ESL class on www.myenglishlab.com. Once students register, a class code will be provided by the class instructor which you can use to locate the class and join.

Please, use the link: <http://www.longmanhomeusa.com/are-you-a-student>

Students are recommended to spend at least 2 hours each week in the listening and speaking lab to complete the lab courses. Students must log in at the Lab reception desk before entering.

Library Usage Guideline

The Columbia College Library collection is available for all students to use for any research or assignments they may need to complete. With its easy and simple search function, users can find their desired books by searching the author's name, book title, keyword, subject, or ISBN. After typing in the search dialogue box, the software displays a list of related works which will help guide students to their desired books. The library user can select a desirable book from the generated list with their bibliographic data. Also, a grand online database by LIRN® is available to every student and faculty with access to more than 1 million article titles. The Directory of Open Access Journal is also open to the public 24/7. For further assistance, full-time library staff are available to assist your research during business hours (M~F 9AM to 10PM) at the Global Zone on the first floor.

ACCESSING LIRNPortal

To access your LIRN subscription go to: <https://proxy.lirn.net/ColumbiaCollege>

Username: 37860

Password: goodnewt91

Please note URL, Username, and Passwords are case sensitive.

HELPFUL VIDEOS

Our Librarian staff have composed several [YouTube Videos](#) that you might find useful. Of particular interest:

- [Starting Your Research with LIRN's Gale Core](#)
- [Find Digital Books in Ebook Central: Academic Complete](#)

Code of Conduct

A student who engages or assists in misconduct shall be subject to disciplinary measures, including reprimands, suspensions, or dismissal, when justified, to violations of this policy.

Academic Dishonesty/Misconduct

- Students shall not cheat during exams or quizzes.
- Students shall not plagiarize; plagiarism is defined as a student presenting the work or ideas of another as his/her own in a paper, exam, or other assignment.
- Students shall not sell or purchase previous examinations or other assignments.

Non-Academic Dishonesty/Misconduct

- Physical and/or psychological abuse, threat, or harassment
- Initiating any false report, warning, threat of fire, explosion, or other emergency
- Unauthorized use, possession, storage of any weapon, dangerous chemical, or explosive element
- Disrupting, obstructing, or interfering with the college-sponsored events
- Theft of the college equipment, products, or materials
- Unauthorized possession, use, sale, or distribution of alcoholic beverages or any illegal or controlled substances
- Gambling or holding lotteries/raffles on the college campus without proper approval
- Disorderly, lewd, or obscene conduct
- Making illegal copies of college software – The college software is protected by copyright. Students must not copy the institution’s software without permission of the copyright holder. Additionally, students must not install personal software on the college computers or damage/destroy the software/computers.

Prohibition of Sexual Harassment of Students

- Sexual harassment is defined as unwelcome acts of a sexual nature including sexual advances, requests for sexual favors and/or other verbal or physical conduct including written communication of an intimidating, hostile or offensive nature, or action taken in retaliation for the reporting of such behavior. Sexual harassment can be verbal, written, or physical and ranges from subtle innuendos of a sexual nature to derogatory gender-specific comments about physical exposure, assault, to coerced sexual relationships.
- Sexual harassment is a serious offense. As a consequence, any faculty or staff member who engages in such conduct or encourages such behavior shall be subject to disciplinary action that may include dismissal from the College. Students accused of sexual harassment will have the right to due process.

Grading Policy

The formal grading system utilized by the instructor conforms to recognized education standards.

Grade	Percent	Standing
A	90-100	Excellent
B	80-89	Very Good
C	70-79	Satisfactory
D	60-69	Poor
F	0-59	Failing
I	Incomplete	Not applicable

Assessment Scale

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructors will distribute evaluation and his/her grading policies to students at the beginning of each term.

- 10% Attendance
- 10% Homework
- 20% Quiz
- 20% Class participation
- 40% Final Exam

Course Schedule

Week	Date	Topics and Activities	Quiz/Assignment Due
1		<p>Icebreaking</p> <p>Unit 1 Extreme Sports: A Test of Endurance</p> <ul style="list-style-type: none"> ● Make and confirm predictions ● Identify main ideas and details ● Recognize signal words that tell what to expect <p>*Listening lab use</p>	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> ● Complete Practice (MyEnglishLab: Vocabulary and Listening Skill Practice) ● Complete Unit 1 Exercise: Focus on the Topic, Focus on Listening
1		<p>Unit 1 Extreme Sports: A Test of Endurance</p> <ul style="list-style-type: none"> ● Ask for and express opinions ● Support ideas in one listening with examples from another listening ● Use appropriate language to agree and disagree ● Task: Interpret, discuss and create aphorisms 	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> ● Complete Practice (MyEnglishLab: Vocabulary and Listening Skill Practice) ● Complete Unit 1 Exercise: Focus on the Topic, Focus on Listening

2		<p>Unit 1 Extreme Sports: A Test of Endurance</p> <ul style="list-style-type: none"> Infer meaning from context in a listening Infer word meaning from context Describe goals and challenges <p>*Listening lab use</p>	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> Complete Practice (MyEnglishLab: Speaking Skill Practice and Speaking Task) Complete Unit 1 Exercise: Focus on Speaking
2		<p>Unit 1 Extreme Sports: A Test of Endurance</p> <ul style="list-style-type: none"> Recognize, use, and distinguish between expressions with other (each other, another) Recognize and use reflective and reciprocal pronouns Watch videos: <i>Danny Parks, BMX Pro</i>, Video Activity on MyEnglishLab 	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> Complete Practice (MyEnglishLab: Speaking Skill Practice and Speaking Task) Complete Unit 1 Exercise: Focus on Speaking
3		<p>Unit 2 Fraud: Avoiding Identity Theft</p> <ul style="list-style-type: none"> Make and confirm predictions Identify main ideas and details Recognize rhetorical questions <p>*Listening lab use</p>	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> Complete Practice (MyEnglishLab: Vocabulary and Listening Skill Practice) Complete Unit 2 Exercise: Focus on the Topic, Focus on Listening
3		<p>Unit 2 Fraud: Avoiding Identity Theft</p> <ul style="list-style-type: none"> Ask for and give advice Apply strategies to keep a conversation going Task: Create and dramatize a story about an experience with crime 	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> Complete Practice (MyEnglishLab: Vocabulary and Listening Skill Practice) Complete Unit 2 Exercise: Focus on the Topic, Focus on Listening
4		<p>Unit 2 Fraud: Avoiding Identity Theft</p> <ul style="list-style-type: none"> Infer a speaker's feelings from intonation and stress Infer word meaning from context Interpret positive and negative connotations of vocabulary words Watch videos: <i>Unhappy Returns</i>, NBC News, Video Activity on MyEnglishLab <p>*Listening lab use</p>	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> Complete Practice (MyEnglishLab: Speaking Skill Practice and Speaking Task) Complete Unit 2 Exercise: Focus on Speaking
4		<p>Unit 2 Fraud: Avoiding Identity Theft</p> <ul style="list-style-type: none"> Identify stress and pitch patterns in common compound nouns Recognize and use modals of advice 	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> Complete Practice (MyEnglishLab: Speaking Skill Practice and Speaking Task)

		<ul style="list-style-type: none"> • Watch videos: <i>Unhappy Returns</i>, NBC News, Video Activity on MyEnglishLab 	<ul style="list-style-type: none"> • Complete Unit 2 Exercise: Focus on Speaking
5		<p>Review and quiz</p> <ul style="list-style-type: none"> • Teacher will review a study guide on Unit 1 & 2. • Students will ask questions on the study guide. • Students will take the quiz. <p>*Listening lab use</p>	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> • Review all of the Practice questions • Review all of the quiz questions • Make up all the assignments from Week 1 to Week 4 • Review all of the Exercise questions, Unit 1-2
5		<p>Unit 3 Space: Why Explore Space?</p> <ul style="list-style-type: none"> • Make and confirm predictions • Identify main ideas and details • Distinguish between similar sounding numbers • Determine pronoun references 	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> • Complete Practice (MyEnglishLab: Vocabulary and Listening Skill Practice) • Complete Unit 3 Exercise: Focus on the Topic, Focus on Listening
6		<p>Unit 3 Space: Why Explore Space?</p> <ul style="list-style-type: none"> • Analyze and categorize effects • Support ideas with details and examples • Task: Discuss opinions about effects of space exploration, offering reasons and examples <p>*Listening lab use</p>	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> • Complete Practice (MyEnglishLab: Vocabulary and Listening Skill Practice) • Complete Unit 3 Exercise: Focus on the Topic, Focus on Listening
6		<p>Unit 3 Space: Why Explore Space?</p> <ul style="list-style-type: none"> • Infer factual information from context • Infer word meaning from context • Watch videos: <i>Life in Space</i>, ABC News, Video Activity 	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> • Complete Practice (MyEnglishLab: Speaking Skill Practice and Speaking Task) • Complete Unit 3 Exercise: Focus on Speaking
7		<p>Unit 3 Space: Why Explore Space?</p> <ul style="list-style-type: none"> • Distinguish between /d/, /t/, and /əd/ endings • Recognize and use present perfect and simple past • Watch videos: <i>Life in Space</i>, ABC News, Video Activity <p>*Listening lab use</p>	<p>Estimated Homework Time: 4.5 hours</p> <ul style="list-style-type: none"> • Complete Practice (MyEnglishLab: Speaking Skill Practice and Speaking Task) • Complete Unit 3 Exercise: Focus on Speaking

7		Unit 4 Language: Words That Persuade <ul style="list-style-type: none"> ● Make and confirm predictions ● Identify main ideas and details ● Recognize intensifiers that emphasize ideas 	Estimated Homework Time: 4.5 hours <ul style="list-style-type: none"> ● Complete Practice (MyEnglishLab: Vocabulary and Listening Skill Practice) ● Complete Unit 4 Exercise: Focus on the Topic, Focus on Listening
8		Unit 4 Language: Words That Persuade <ul style="list-style-type: none"> ● Use language strategies to appeal to emotions ● Express a point of view ● Task: Create and dramatize a persuasive advertisement *Listening lab use	Estimated Homework Time: 4.5 hours <ul style="list-style-type: none"> ● Complete Practice (MyEnglishLab: Vocabulary and Listening Skill Practice) ● Complete Unit 4 Exercise: Focus on the Topic, Focus on Listening
8		Unit 4 Language: Words That Persuade <ul style="list-style-type: none"> ● Infer a speaker's purpose ● Infer word meaning from context ● Categorize common words and phrases in advertisements ● 	Estimated Homework Time: 4.5 hours <ul style="list-style-type: none"> ● Complete Practice (MyEnglishLab: Speaking Skill Practice and Speaking Task) ● Complete Unit 4 Exercise: Focus on Speaking
9		Unit 4 Language: Words That Persuade <ul style="list-style-type: none"> ● Recognize and use intonation and stress for emphasis ● Recognize and use superlative adjectives ● Watch videos: <i>Gender and Communication</i>, Insight Media, Video Activity *Listening lab use	Estimated Homework Time: 4.5 hours <ul style="list-style-type: none"> ● Complete Practice (MyEnglishLab: Speaking Skill Practice and Speaking Task) ● Complete Unit 4 Exercise: Focus on Speaking
9		Review <ul style="list-style-type: none"> ● Teacher will review a study guide on Unit 3 & 4. ● Students will ask questions on the study guide. 	Estimated Homework Time: 4.5 hours <ul style="list-style-type: none"> ● Review all of the Practice questions ● Review all of the quiz questions ● Make up all the assignments from Week 6 to Week 9 ● Complete the final exam ● Review all of the Exercise questions, Unit 3-4
10		Review <ul style="list-style-type: none"> ● Teacher will review Unit 1~4. ● Students will ask questions on Unit 1~4. 	Estimated Homework Time: 4.5 hours

		*Listening lab use	<ul style="list-style-type: none"> ● Review all of the Practice questions ● Review all of the quiz questions ● Make up all the assignments ● Complete the final exam ● Review all of the Exercise questions, Unit 1-4 ● Review all the handouts
10		Final Exam <ul style="list-style-type: none"> ● Students will take the final exam. 	Estimated Homework Time: 4.5 hours <ul style="list-style-type: none"> ● Review all of the Practice questions ● Review all of the quiz questions ● Make up all the assignments ● Complete the final exam ● Review all of the Exercise questions, Unit 1-4