

## COURSE SYLLABUS

<b>Course Title</b>	Listening/Speaking for Advanced II
<b>Course Number</b>	ESL302-2
<b>Clock Hours</b>	50
<b>Instructional Methods</b>	Lecture (50 hours)
<b>Schedule</b>	TBA
<b>Instructor</b>	TBA
<b>Office Hours</b>	by appointment
<b>Required Text(s)</b>	Barton, L., & Sardinas, C. D. (2009). <i>Northstar: Listening and Speaking level 4</i> . (3 <sup>rd</sup> ed.). White Plains, NY: Pearson Education, Inc.
<b>Additional Text(s)</b>	N/A Handouts will be given as needed

### Course Description

The primary focus of this course is to promote conversational fluency and to facilitate language acquisition through the understanding of American culture. This course is also designed to help strengthen and expand students' academic vocabulary. Words introduced are essential for higher educational programs. Students who complete this course successfully will be able to increase their cultural awareness and social skills, demonstrate accuracy in their spoken English, and express their thoughts and feelings through a diverse range of vocabulary. Prerequisite: ESL301 or equivalent.

### Prerequisite(s) and Corequisite(s)

Prerequisite: Qualifying score between 311.00 and below 340.99 on the ACCUPLACER Test or the successful completion of ESL 301.

Corequisites: ESL302-1 Grammar for Advanced II

ESL302-3 Reading/Writing for Advanced II

ESL302-4 Discussion for Advanced II

### Learning Objectives and Goals

Upon completion of this course, students will be able to:

- A. Improve comprehensibility through pronunciation improvement
- B. Strengthen the abilities to monitor and evaluate their own English language
- C. Progress, initiate self-improvement, and develop compensatory language skills
- D. Practice and improve general and academic listening and speaking skills
- 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](http://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.

<b>Grade</b>	<b>Percent</b>	<b>Standing</b>
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

<b>Week</b>	<b>Date</b>	<b>Topics and Activities</b>	<b>Quiz/Assignment Due</b>
1		Ice-breaking/ Assessment Unit 1. Information Overload - Compare sources of news - Make predictions - Summarize points - Use context clues to find meaning - Passive voice	Estimated Homework Time: 5 hours  Listening: Page 8. Listening Two: <i>Does the Media Overwhelm Our Lives?</i>  Re-Listening  Grammar: Study for the table on page 13.  Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a>
		Unit 1. Information Overload - Analyze effects of news reporting styles - Listen to student broadcasts and analyze them - Give a newscast	Estimated Homework Time: 5 hours  Speaking:

		<ul style="list-style-type: none"> <li>- Express and defend opinions</li> <li>- Use descriptive adjectives</li> </ul>	<p>Use phrases such as these to explain the quotes : In other words, What she's saying is, I think he means that</p> <p>Grammar: Answer the questions on pages 14, 15.</p> <p>Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a></p>
2		<p>Unit 2. The Achilles Heel</p> <ul style="list-style-type: none"> <li>- Identify personal obstacles</li> <li>- Identify thought groups in speech</li> <li>- Share experiences</li> <li>- Define words</li> <li>- Gerunds and infinitives</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Listening: Page 26. Listening Two: <i>The Achilles Track Club Climbs Mount Kilimanjaro</i></p> <p>Grammar: Study for the table on page 33.</p> <p>Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a></p>
		<p>Unit 2. The Achilles Heel</p> <ul style="list-style-type: none"> <li>- Rank the value of personal qualities</li> <li>- Listen to classmates' reports and pose questions</li> <li>- Practice storytelling</li> <li>- Plan and give a three-minute speech</li> <li>- Differentiate between literal versus figurative language</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Speaking: If you had to write a college application essay that showed something about your character, what topic would you choose?</p> <p>Grammar: Answer the questions on pages 34, 35.</p> <p>Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a></p>
3		<p>Unit 3. Early to Bed, Early to Rise</p> <ul style="list-style-type: none"> <li>- Interpret a proverb</li> <li>- Interpret speakers' tone and emotions</li> <li>- Make contrastive statements</li> <li>- Use context clues to find meaning</li> <li>- Present unreal conditional</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Listening: Pages 47, 48.</p>

			<p>Listening Two: <i>Get Back In Bed</i></p> <p>Grammar: Study for the table on page 54.</p> <p>Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a></p>
		<p>Unit 3. Early to Bed, Early to Rise</p> <ul style="list-style-type: none"> <li>- Hypothesize scenarios</li> <li>- Listen for details</li> <li>- Act out scripted dialogues</li> <li>- Define words</li> <li>- Use idiomatic expressions</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Speaking: When teenagers get enough sleep, they are in better moods and tend to do better in school. Should schools redesign their schedules to help teenagers sleep more?</p> <p>Grammar: Answer the questions on pages 54, 55, 56, 57.</p> <p>Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a></p>
4		<p>Unit 4. Animal Intelligence</p> <ul style="list-style-type: none"> <li>- Recognize speakers' attitudes</li> <li>- Relate previous knowledge to the listenings</li> <li>- Give and ask for examples</li> <li>- Use context clues to find meaning</li> <li>- Reported speech</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Listening: Pages 68, 69.</p> <p>Listening Two: <i>What Motivates Animals?</i></p> <p>Grammar: Study for the table on pages 73, 74.</p> <p>Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a></p>
		<p>Unit 4. Animal Intelligence</p> <ul style="list-style-type: none"> <li>- Make judgments</li> <li>- Infer word meaning from context</li> <li>- Report on research</li> <li>- Define words</li> <li>- Find and use synonyms</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Grammar: Answer the questions on pages 74, 75.</p>

			Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a>
5		Unit 5. Longevity: Refusing to Be Invisible - Recognize feeling from tone of voice - Identify main ideas - Make suggestions - Define words - Tag questions	Estimated Homework Time: 5 hours  Listening: Page 91. Listening Two: <i>On vinegar and Living to the Ripe Old Age of 115</i>  Grammar: Study for the table on pages 96, 97.  Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a>
		Unit 5. Longevity: Refusing to Be Invisible - Draw conclusions from graphs - Identify speakers' feelings - Ask and answer questions - Role-play a family meeting - Find and use synonyms	Estimated Homework Time: 5 hours  Speaking: Do you think that countries should try to increase the number of young people?  Grammar: Answer the questions on pages 97, 98.  Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a>
6		Unit 6. Giving to Others: Why Do We Do It? - Read and interpret graphs - Make predictions - Express opinions about philanthropy - Use context clues to find meaning - Adjective clauses	Estimated Homework Time: 5 hours  Listening: Page 110. Listening Two: <i>The Mystery Donor</i>  Grammar: Study for the table on pages 117, 118.  Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a>
		Unit 6. Giving to Others: Why Do We Do It? - Compare and contrast information	Estimated Homework Time: 5 hours

		<ul style="list-style-type: none"> <li>- Listen for details</li> <li>- Discuss examples of charitable efforts</li> <li>- Prioritize and rank ideas</li> <li>- Find and use synonyms</li> </ul>	<p>Grammar: Answer the questions on pages 118, 119, 120.</p> <p>Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a></p>
7		<p>Unit 7. What's the Use of Homework?</p> <ul style="list-style-type: none"> <li>- Interpret a cartoon</li> <li>- Predict content</li> <li>- Express opinions</li> <li>- Use context clues to find meaning</li> <li>- Make, let, help, and get</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Listening: Page 134. Listening Two: <i>A Duty to Family, Heritage, and Country: Another Perspective on Homework</i></p> <p>Grammar: Study for the table on page 140.</p> <p>Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a></p>
		<p>Unit 7. What's the Use of Homework?</p> <ul style="list-style-type: none"> <li>- Connect opinions to specific people</li> <li>- Support answer with details</li> <li>- Restate information for clarification</li> <li>- Perform a role play</li> <li>- Use idiomatic expressions</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Grammar: Answer the questions on pages 140, 145.</p> <p>Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a></p>
8		<p>Unit 8. Goodbye to the Sit-Down Meal</p> <ul style="list-style-type: none"> <li>- Relate general factors to specific behaviors</li> <li>- Classify vowel sounds</li> <li>- Compose and perform a dialogue</li> <li>- Find and use synonyms</li> <li>- Phrasal verbs</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Listening: Page 155. Listening Two: <i>Food in a Bowl</i></p> <p>Grammar: Study for the table on page 160.</p> <p>Listening and speaking lab <a href="http://www.myenglishlab.com">www.myenglishlab.com</a></p>
		<p>Unit 8. Goodbye to the Sit-Down Meal</p> <ul style="list-style-type: none"> <li>- Interpret meaning from context</li> <li>- Listen to and evaluate student food shows using a rubric</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Grammar:</p>



		<ul style="list-style-type: none"> <li>- Explain how to use a tool</li> <li>- Develop and perform a food show</li> <li>- Use idiomatic expressions</li> </ul>	<p>Answer the questions on pages 161, 162, 163.</p> <p>Listening and speaking lab www.myenglishlab.com</p>
9		<p>Unit 9. Finding a Niche: The Challenge for Young Immigrants</p> <ul style="list-style-type: none"> <li>- Compare personal experiences</li> <li>- Relate the listenings to personal values</li> <li>- Practice gambits to hesitate in response to a question</li> <li>- Define words</li> <li>- Present and past- contrasting verb tenses</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Listening: Pages 174, 175. Listening Two: <i>The Words Escape Me</i></p> <p>Grammar: Study for the table on page 182.</p> <p>Listening and speaking lab www.myenglishlab.com</p>
		<p>Unit 9. Finding a Niche: The Challenge for Young Immigrants</p> <ul style="list-style-type: none"> <li>- Propose solutions</li> <li>- Understand and interpret song lyrics</li> <li>- Simulate a town meeting</li> <li>- Conduct an interview</li> <li>- Use idiomatic expressions</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Speaking: Would you like to be a teacher in a school with large immigrant population?</p> <p>Grammar: Answer the questions on pages 183, 184, 185, 186.</p> <p>Listening and speaking lab www.myenglishlab.com</p>
10		Review for the final exam	<p>Estimated Homework Time: 5 hours</p> <p>Listening and speaking lab www.myenglishlab.com</p> <p>Study for the exam.</p>
		<b>Final Exam</b>	