



MASTER COURSE OUTLINE

A. ESLA 1130 Intermediate Listening and Speaking

B. COURSE DESCRIPTION:

This listening and speaking course is designed for non-native speakers of English. The course provides the strategies and skill practice necessary for learners to successfully participate in future academic courses. Learners will develop their listening and note-taking skills through activities based on audiotaped and videotaped lectures, live class presentations and discussions. Learners will develop their speaking skills by participating in class discussions and giving short presentations. Passing will require a 70% mastery or letter grade C- of learning outcomes. Prerequisites: One of the following must be satisfied to enroll in this course: Completion of ESLA 0920 with a grade of C- (70%) or higher; ESL Accuplacer Reading score of 73 or higher; TOEFL iBT score of 32 or higher; TOEFL Paper score of 400 or higher; IELTS Academic Module score of Band 3.5 or higher; IELTS General Training Module score of Band 4.5 or higher. A grade of 70% or letter grade C- or higher is required to enroll in ESLA 1140.

(3 Cr- 3 lect, 0 lab)

C. **Core Themes: Critical Thinking; Human Diversity

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES

This course addressed the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (Core Theme Goal 2)
- ILO 2: awareness of the larger global community (Core Theme Goal 7 or 8)
- ILO 3: ethical, engaged citizenship (Core Theme Goal 9 or Goal 10)
- ILO 4: communication and collaboration (Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration)

E. MAJOR CONTENT AREAS:

In this class, multilingual learners will practice listening and speaking strategies to increase oral skills used in college.

Academic Listening may include:

- Take guided notes in English from lectures and presentations
- Organize aural information differentiating main ideas from supporting details
- Differentiate formal from informal register

- Listen for language signals to recognize the overall organizational pattern of a lecture
- Listen for main ideas (gist) and details
- Listen for definitions

Language Skills for Academic Listening, for example:

- Recognize academic phrases for main ideas, introductions and conclusions, e.g.,
 - Today we will discuss; This argument has four main points; Last but not least
- Recognize phrases for supporting evidence/details, e.g.,
 - For instance; Let’s say that; Let’s look at the case of
- Apply knowledge of English suprasegmentals such as linking, trimming and blending to comprehend continuous speech.

Academic Speaking may include:

- Communicating clearly in English in class conversations and discussions at a level appropriate to the task
- Communicating appropriately in English to convey tolerance and sensitivity towards others
- Using understandable pronunciation to communicate effectively such as sentence stress patterns of English, word and syllable stress
- Delivering a short oral presentation of 2-3 minutes

Language Skills for Academic Conversations, for example:

- Use phrases for elaboration (prompting and responding), e.g., “What do you mean by; In other words.”
- Use phrases for clarification (prompting and responding), e.g., “Does that make sense? Let me see if I heard you right.”

Language Skills for Short Oral Presentations, for example:

- Use phrases for giving an introduction, e.g., “I’m going to tell you about…”
- Use phrases for concluding, e.g., “In conclusion…”

F. GOAL TYPES, OBJECTIVES, AND OUTCOMES:

<u>GOAL</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
<u>**Critical Thinking</u>	imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.	1. demonstrate accurate interpretation of meaning by listening and responding to situations appropriately in English.
<u>**Human Diversity</u>	demonstrate communication skills necessary for living and working effectively in a society with great population diversity.	1. demonstrate English listening comprehension skills. 2. produce a comprehensible class presentation in the English language. 3. communicate in English with tolerance and sensitivity towards others in a multicultural environment.
<u>CS</u>	comprehend dialogues, spoken short academic lectures, live presentations,	1. demonstrate English listening comprehension at near-normal speed.

	conversations, and discussions in the English language.	2. take guided notes in English while listening to a lecture
<u>CS</u>	communicate effectively in English in class activities.	1. participate in English in conversations and discussions in class.

G. SPECIAL INFORMATION:

This course may require the use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact their instructor or the Student Success Center at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or cassette tape, upon request.

H. COURSE CODING INFORMATION: Course Code H/Class Maximum 30; Pass/No Credit.

Revision date: 2/9/19; 11/6/20; 1/28/22

AASC Approval date: 2/19/19; 12/15/20 ; 3/22/22

*Riverland Community College Disciplines	MnTC Goal Number
Communication	1
Natural Sciences	3
Mathematics/Logical Reasoning	4
History and the Social & Behavioral Sciences	5
Humanities and Fine Arts	6

**Riverland Community College Core Themes	MnTC Goal Number
Critical Thinking	2
Human Diversity	7
Global Perspective	8
Ethical and Civic Responsibility	9
People and the Environment	10

*These five MnTC Goals have been identified as Riverland Community College Disciplines.

** These five MnTC Goals have been identified as Riverland Community College Core Themes.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.