### Course Establishment Form

**Outline**

<table>
<thead>
<tr>
<th>Division:</th>
<th>Arts, Humanities, and ABE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program/Dept:</strong></td>
<td>Intensive English Program</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>IEP 053</td>
</tr>
<tr>
<td><strong>Credits:</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Variable:</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Course Title:</strong></td>
<td>Listening/Speaking/Note-taking 5</td>
</tr>
<tr>
<td><strong>Inst. Intent:</strong></td>
<td>12 Academic Basic Education</td>
</tr>
<tr>
<td><strong>CIP:</strong></td>
<td>33.0108</td>
</tr>
</tbody>
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<tr>
<th><strong>Degree/Certificate Requirement:</strong></th>
<th>Yes</th>
<th>No: X</th>
</tr>
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<tbody>
<tr>
<td><strong>Name of Degree/Certificate:</strong></td>
<td></td>
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<tr>
<td><strong>Distribution Requirement for AA/AS:</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Transfer Status to 4-year institution:</strong></td>
<td>Yes</td>
<td>No: X</td>
</tr>
<tr>
<td>If yes, please describe:</td>
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| **Course length:** | 10 weeks |
| **Class Size:** | 18 |
| **Course Contact Hours:** | 50 |
| **Lecture:** | 50 |
| **Lab:** | |
| **Clinical:** | |
| **Other:** | |
| **System:** | |

| **Prerequisite:** | Yes: X | No: |
| If yes, please describe: | |
| **Required Placement Tests:** | Yes X | No |
| If yes, please describe: | |
| **IEP placement test(s) at Testing Center** | |

**Comments:**

**Course Description:**

For non-native speakers of English who are international students. Emphasis will be on interacting with others, giving oral presentations, taking notes while listening to lectures, and transferring lecture notes to detailed outlines.

**Course Goals:**

Within the context of learning English as a second language, students will also be introduced to American academic culture.
NSCC General Education Learning Outcomes and/or Related Instructional Outcomes (for technical courses) Met by Course:


Course Outcomes/Learning Objectives:

Students will be able to:

LISTENING AND NOTETAKING:

1. Listen to and demonstrate understanding of level-appropriate conversations, explanations, narratives, and instructions.
2. Listen to longer, more comprehensive academic lectures for main ideas and details.
3. Take and use notes effectively.
4. Comprehend longer, detailed academic questions.
5. Interpret body language and facial expressions to understand a speaker’s meaning/intent.
6. Differentiate between questions, statements, and imperatives based on intonation and grammatical structure.

SPEAKING

1. Respond appropriately to frequently used words, phrases, expressions, directions, and questions about personal needs, opinions, likes, dislikes, plans, and past activities.
2. Respond appropriately to longer, detailed academic questions.
3. Give 10 -15 minute presentations in class using PowerPoint or other supporting media.
4. Use reduced (relaxed) speech and linking appropriately.
5. Use word- and sentence-level stress.
6. Express opinions, likes, dislikes, hopes, and desires.
7. Use intonation in a variety of sentence patterns.
8. Speak appropriately in various social or functional situations.
9. Recognize and use formal and informal register (relaxed speech, slang, etc.).
10. Clearly pronounce targeted consonant and vowel sounds.
11. Recognize and correctly pronounce vocabulary words from R/V 5 and L/S 5.
12. Use gestures and body language to convey meaning.
13. Make and respond to requests for clarification or repetition (including spelling words student is trying to say, giving examples such as “B for boy”, “D as in dog,” etc.)
14. Participate in peer discussions about lectures.
15. Ask questions in response to academic lectures in a variety of situations.

STUDY SKILLS:

1. Use classroom skills, such as copying from the board.
2. Follow written and oral directions.
3. Utilize study and group-work skills.
4. Take personal responsibility for learning the material, asking for repetition, and clarifying information.
5. Manage time efficiently (including attending class and arriving on time).
6. Organize study materials.
Topical Outline and/or Major Divisions:

1. Identification of “targeted pronunciation sounds” during diagnostics and as quarter continues. This will change with each group of students.
2. Practice syllable and sentence-level stress patterns.
3. Practice final “s” (present tense and plural) and past tense sounds.
4. Practice listening to exercises that target reduced speech such as articles, quantifiers, pronouns, and prepositions.
5. Practice listening to lectures (including guest lecturers), taking notes, and organizing information.
6. Analysis of lecture texts for discourse indicators (beginning, transitions, developing, emphasizing, clarifying of ideas).
7. Visit to /Observation of NSCC class, taking notes in class, speaking to the instructor, etc.
8. Small group and partner work (dialogues, conversations, discussions, question and answer, etc.)
10. Spoken language sources should be varied and may include the following: audio or video, academic or not, and may include live, recorded, audio, video, and Internet sources such as YouTube, NPR, and podcasts.

Course Requirements (Expectations of Students)

1. Daily and punctual attendance
2. Participation in class activities
3. Contribution to class and small group discussion
4. Completion of homework
5. Quizzes and exams
6. Library/Loft/Lab work as assigned.
7. Minimum 75% mastery of each subject

Methods of Assessment/Evaluation:

1. Quizzes (including listening quizzes, dictations, speaking and pronunciation quizzes, presentations (individual and group), and assignments)
2. In-class work and assignments, including participation in group work
3. Homework
4. Optional midterm and mandatory final exam
5. Attendance and participation
6. Final grades are assigned according to published grading standards for the course.

Required Text(s) and/or Materials:

Texts may be chosen from the list of approved IEP textbooks. This list is available from the IEP Faculty Coordinator. Other texts may be chosen, but only with prior approval of IEP Faculty Coordinator and other instructors.

Supplemental Text(s) and/or Materials:
As required by instructor.

Outline Developed by: IEP Curriculum Committee, chaired by Marcie Leek

Outline Revised by:

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le 10/11/01

Date: Winter, 2009

Date: