### Course Establishment Form

**Outline**

**Effective Date:** Fall 2009

<table>
<thead>
<tr>
<th>Division:</th>
<th>Arts, Humanities, and ABE</th>
<th><strong>Program/Dept:</strong></th>
<th>Intensive English Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>IEP 023</td>
<td><strong>Credits:</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Course Title:</strong></td>
<td>Listening/Speaking/Pronunciation 2</td>
<td><strong>Variable:</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Inst. Intent:</strong></td>
<td>12 Academic Basic Education</td>
<td><strong>CIP:</strong></td>
<td>33.0108</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fee:</th>
<th>Yes</th>
<th>No</th>
<th>X</th>
<th><strong>Type:</strong></th>
</tr>
</thead>
</table>

**Degree/Certificate Requirement:** Yes No: X

**Name of Degree/Certificate:**

**Distribution Requirement for AA/AS:**

**Transfer Status to 4-year institution:** Yes No: X

If yes, please describe:

**Course length:** 10 weeks **Class Size:** 18

**Course Contact Hours:** 50

<table>
<thead>
<tr>
<th>Lecture</th>
<th>50</th>
<th>Lab:</th>
<th>Clinical:</th>
<th>Other:</th>
<th>System:</th>
</tr>
</thead>
</table>

**Prerequisite:** Yes: X No:

If yes, please describe:

IEP/Testing Center placement tests.

**Required Placement Tests:** Yes X No

If yes, please describe:

IEP placement test(s) at Testing Center

**Comments:**

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**Course Description:**

For non-native speakers of English who are international students. Emphasis will be on understanding listening passages, communicating in English, and improving pronunciation.

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**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:**

Level 2  L/S/P:  6. Work and communicate effectively in groups.

## Course Outcomes/Learning Objectives:

Students will be able to:

**LISTENING:**

1. Listen to and demonstrate understanding of level-appropriate conversations, explanations, narratives, and instructions.
2. Distinguish tense and number in level-appropriate spoken language.
3. Identify main idea of spoken language.
4. Differentiate between questions and statements based on intonation and grammatical structure.
5. Use context clues to aid in comprehension.
6. Respond appropriately to frequently used words, phrases, expressions, directions, and questions about personal needs, opinions, likes, dislikes, plans, and past activities.

**SPEAKING AND PRONUNCIATION:**

1. Ask and answer basic information questions, share opinions and personal information, tell stories, and talk about plans.
2. Ask for clarification or repetition (including spelling words student is trying to say, giving examples such as “B for boy”, “D as in dog,” etc.)
3. Interpret and use body language appropriately.
4. Pronounce and appropriately use vocabulary on designated sight word list and as learned in Reading/Vocabulary 2.
5. Describe simple processes and narrate simple events using appropriate tense or structure.
6. Speak appropriately in various social or functional situations.
7. Use Level 2 grammar structures appropriately when speaking.
8. Recognize and use formal and informal register.
9. Clearly pronounce targeted consonant and vowel sounds.
10. Correctly use intonation in affirmative sentences and Y/N questions.
11. Recognize and use irregular spelling/sound patterns (c/g, etc.)
12. Identify and use correct syllable stress.

**STUDY SKILLS:**

1. Use basic classroom skills, such as copying from the board.
2. Follow simple written and oral directions.
3. Utilize basic 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 in-class dialogues and conversations.
3. Practice correct pronunciation (including minimal pairs).
4. Brief oral presentations.
5. Small group and partner work.
6. Listen to/watch various media.

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
Date: Winter, 2009

Outline Revised by:
Date: