# Course Establishment Form

**Outline**  

<table>
<thead>
<tr>
<th>Division:</th>
<th>Arts, Humanities, and ABE</th>
<th>Program/Dept:</th>
<th>Intensive English Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>IEP 033</td>
<td>Credits:</td>
<td>5</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Listening/Speaking/Pronunciation 3</td>
<td></td>
<td></td>
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<tr>
<td>Inst. Intent:</td>
<td>12 Academic Basic Education</td>
<td>CIP:</td>
<td>33.0108</td>
</tr>
</tbody>
</table>

**Fee:** Yes  No  X  Type:  
**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 |
| Lecture: | 50 |
| Lab: | 50 |
| Clinical: | |
| Other: | |

**Prerequisite:** Yes: X  No:  
If yes, please describe:  
Satisfactory completion of appropriate IEP coursework or IEP/Testing Center placement tests.  
**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, narrating and describing events, using appropriate verb tense(s), listening for main ideas and details, and learning how to listen to lectures and take basic notes.  

## 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 3 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. Listen to spoken language and provide main ideas and details of a listening passage.
3. Distinguish between minimal pairs in sentences.
5. Recognize relationship between intonation patterns and meaning (emotional content, humor, etc.).
6. Comprehend reduced (relaxed) speech.
7. Listen to brief (1-5 minute) lectures, take notes, and organize them in outline form.
8. Recognize and use word- and sentence-level stress patterns.
9. Distinguish tense and number in level-appropriate spoken language.
10. Differentiate between questions, statements, and imperatives based on intonation and grammatical structure.

SPEAKING AND PRONUNCIATION:
1. Respond appropriately to frequently used words, phrases, expressions, directions, and questions about personal needs, opinions, likes, dislikes, plans, and past activities.
2. Speak to class for 1-4 minutes.
3. Describe simple processes and narrate simple events using appropriate tense or structure.
4. Speak appropriately in various social or functional situations.
5. Use level 3 grammatical structures effectively when speaking.
6. Recognize and use appropriate formal and informal register (relaxed speech, slang, etc.).
7. Clearly pronounce targeted consonant and vowel sounds.
8. Use intonation in a variety of sentence patterns.
9. Recognize and correctly pronounce vocabulary words from R/V 3 and L/S 3.
10. Recognize and use irregular spelling/sound patterns.
11. Use gestures and body language to convey meaning.
12. Interact in conversations ranging from brief, factual information to longer, more opinion-driven conversations.
14. Correctly pronounce final “s” (present tense and plural) and past tense sounds.
15. Speak in complete sentences as required.
17. 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.)

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 longer in-class dialogues and conversations.
3. Practice correct pronunciation (including minimal pairs).
4. Small group and partner work (discussions, question and answer, etc.).
5. Give brief oral presentations.
6. Listen to/watch various media. (Spoken language sources may be academic or not, and may include live, recorded, audio, video, and Internet sources such as YouTube, NPR, and podcasts.)
7. Practice syllable stress.
8. Introduction of sentence-level stress, reduced speech, and linking.
9. Practice listening to exercises that target reduced speech such as articles, quantifiers, pronouns, and prepositions.

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: