# 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 043</td>
<td>Credits:</td>
<td>5</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Listening/Speaking/Pronunciation 4</td>
<td>Variable: No</td>
<td></td>
</tr>
<tr>
<td>Inst. Intent:</td>
<td>12 Academic Basic Education</td>
<td>CIP:</td>
<td>33.0108</td>
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</table>

**Fee:** Yes No X **Type:**

<table>
<thead>
<tr>
<th>Degree/Certificate Requirement:</th>
<th>Yes</th>
<th>No: X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Degree/Certificate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution Requirement for AA/AS:</td>
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<td></td>
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<tr>
<td>Transfer Status to 4-year institution:</td>
<td>Yes</td>
<td>No: X</td>
</tr>
<tr>
<td>If yes, please describe:</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Course length:</th>
<th>10 weeks</th>
<th>Class Size:</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Contact Hours:</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture:</td>
<td>50</td>
<td>Lab:</td>
<td>Clinical:</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Yes: X</td>
<td>No:</td>
<td></td>
</tr>
<tr>
<td>If yes, please describe:</td>
<td>Satisfactory completion of appropriate IEP coursework or IEP/Testing Center placement tests.</td>
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</tr>
<tr>
<td>Required Placement Tests:</td>
<td>Yes X</td>
<td>No</td>
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<tr>
<td>If yes, please describe:</td>
<td>IEP placement test(s) at Testing Center</td>
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</table>

**Comments:**

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## Course Description:

For non-native speakers of English who are international students. Emphasis will be on practicing, developing, and improving listening and speaking skills. Learn to listen to lectures and take basic notes.

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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.
### 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 lectures (3-10 minutes) and provide main ideas and details.
3. Take notes while listening to a lecture and transfer them to a detailed outline (main ideas and details).
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 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. Respond appropriately to longer, detailed academic questions.
3. Speak to class for 5-10 minutes.
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 appropriate 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 4 and L/S 4.
12. Recognize and use irregular spelling/sound patterns.
13. Use gestures and body language to convey meaning.
14. Interact in conversations ranging from brief, factual information to longer, more opinion-driven conversations.
15. Give directions and instructions.
16. 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.)
17. Give reasons.
18. Make predictions about a lecture or listening passage (based on introduction), then modify predictions as more information is gathered.
19. Respond appropriately to tag questions.
20. Use Level 4 grammatical structures effectively when speaking.
21. Use the IPA for determining correct pronunciation.

**STUDY SKILLS:**

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**NSCC General Education Learning Outcomes and/or Related Instructional Outcomes (for technical courses) Met by Course:**

Level 4 L/S/P: 6. Work and communicate effectively in groups.
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 pronunciation: minimal pairs, reduced speech, linking, etc.
3. Practice longer in-class dialogues and conversations.
4. Small group and partner work (discussions, question and answer, etc.).
5. Oral presentations (5-10 minutes).
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.)
8. Practice listening for reduced speech such as articles, quantifiers, pronouns, and prepositions.
9. Reinforcement of final “s” (present tense and plural) and past tense endings.

**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: