

## ESL135 : Listening and Speaking III

### General Information

Author:	<ul style="list-style-type: none"><li>Elis Lee</li></ul>
Course Code (CB01) :	ESL135
Course Title (CB02) :	Listening and Speaking III
Department:	ESL
Proposal Start:	Summer 2025
TOP Code (CB03) :	(4930.86) English as a Second Language–Speaking/Listening
CIP Code:	(32.0108) Developmental/Remedial English.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000596987
Curriculum Committee Approval Date:	11/27/2024
Board of Trustees Approval Date:	01/21/2025
Last Cyclical Review Date:	11/27/2024
Course Description and Course Note:	ESL 135 teaches students effective communication skills in academic English. Students analyze and discuss intermediate-level academic materials using academic vocabulary and learn various strategies to increase their listening comprehension and oral communication skills in order to succeed in college credit courses.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	No value
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>ESL</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Three levels below transfer.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to CSU only

### Transferability Status

Approved

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	4
<b>Maximum Credit Units (CB06)</b>	4
<b>Total Course In-Class (Contact) Hours</b>	72
<b>Total Course Out-of-Class Hours</b>	144
<b>Total Student Learning Hours</b>	216

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	72

Laboratory	0
Studio	0
<b>Total</b>	72

**Course Out-of-Class Hours**

Lecture	144
Laboratory	0
Studio	0
<b>Total</b>	144

**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation**

**Prerequisite**

Placement is based on ESL Self-Placement Survey

**OR**

**Prerequisite**

ESL125 - \* Listening And Speaking II

**Objectives**

- Understand recorded and live speeches, dialogues, instructions, and lectures at the credit ESL intermediate level.
- Use standard English pronunciation, intonation patterns, and word and sentence stress at the intermediate credit ESL level.
- Understand and use sound "reductions" and blending that occur in fast speech at an intermediate credit ESL level.
- Communicate orally in informal dialogues, role playing, and class discussions at the intermediate credit ESL level.
- Respond to listening prompts and lectures at the intermediate credit ESL level.
- Prepare and deliver short speeches of 1 to 2 minutes using an outline.

**AND**

**Advisory**

ESL133 - Grammar And Writing III

Recommended Corequisite

**AND**

**Advisory**

## ESL136 - Reading And Vocabulary For ESL III Students

Recommended Corequisite

### Entry Standards

Entry Standards	Description
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No value	No value
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### Course Limitations

Cross Listed or Equivalent Course	Description
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No value	No value
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### Specifications

#### Methods of Instruction

Methods of Instruction	Lecture
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Methods of Instruction	Discussion
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Methods of Instruction	Multimedia
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Methods of Instruction	Collaborative Learning
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Methods of Instruction	Demonstrations
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Methods of Instruction	Presentations
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#### Out of Class Assignments

- Preparation and practice of oral presentations
- Multimedia listening and pronunciation homework
- Interviews with native speakers
- Listening comprehension summaries

### Methods of Evaluation

### Rationale

Exam/Quiz/Test

Listening comprehension tests

Presentation (group or individual)

Oral presentations of 2-3 minutes each

Exam/Quiz/Test

Final exam

Other

Other Criteria (participation in language learning activities, homework)

### Textbook Rationale

No Value

### Textbooks

Author

Title

Publisher

Date

ISBN

Gilbert

Clear Speech: Pronunciation and  
Speech Comprehension in North  
American English

Cambridge  
University Press

2017

978-1108659338

Lee & Chase

Pathways: Listening, Speaking,  
and Critical Thinking 2 with the  
Spark Platform

NGL/Cengage

2024

9780357978917

### Other Instructional Materials (i.e. OER, handouts)

Description

OER

Author

Dodson, Diniz, & Leiton

Citation

No value

Online Resource(s)

<https://tinyurl.com/greenteaoer>

## Learning Outcomes

### Course Objectives

Understand recorded and live speeches, dialogues, instructions, and lectures at the high-intermediate credit ESL level.

Use standard English pronunciation, intonation patterns, and word and sentence stress at the high-intermediate credit ESL level.

Understand and use sound "reductions" and blending that occur in fast speech at the high- intermediate credit ESL level.

Respond to listening prompts and lectures at the high-intermediate credit ESL level.

Prepare and deliver short speeches of 2 to 3 minutes using an outline.

## SLOs

### Demonstrate 70% understanding of conversations at a high intermediate level

Expected Outcome Performance: 70.0

<i>ILOs</i>	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>Core ILOs</i>	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.
	Practice ethical and responsible behavior within personal, academic, professional, social, and societal contexts; recognize and welcome diverse lifestyle choices that promote physical, intellectual, psychological, and social well-being.
	Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>ESL Core PLOs</i>	Demonstrate an understanding of cultural norms appropriate to diverse social, cultural, and academic environments in the United States.
	Demonstrate an understanding of principles of information competency, critical thinking, and academic inquiry.
	Demonstrate increased listening skills in an academic English environment.

### Communicate effectively by using standard pronunciation, correct syllable and sentence stress, correct grammar, and appropriate vocabulary at a high intermediate level

Expected Outcome Performance: 70.0

ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.
	Practice ethical and responsible behavior within personal, academic, professional, social, and societal contexts; recognize and welcome diverse lifestyle choices that promote physical, intellectual, psychological, and social well-being.
	Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
ESL Core PLOS	Demonstrate an understanding of cultural norms appropriate to diverse social, cultural, and academic environments in the United States.
	Demonstrate an understanding of principles of information competency, critical thinking, and academic inquiry.
	Demonstrate increased speaking skills in an academic English environment.

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

Yes

**Is this proposal submitted in response to learning outcomes assessment data?**

No Value

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

Revisions make the language student-friendly.

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Listening (21 hours)

- Comprehension strategies
- Reduced forms
- Comprehension and note taking of dialogues and lectures

#### Pronunciation (14 hours)

- English sound system
- Word and sentence stress
- Intonation patterns

- Reductions that occur in rapid speech

**Oral Communication (23 hours)**

- Situational dialogues
- Effective role-playing techniques
- Pair and group discussion
- Short academic speeches
- Communicative tasks using visual aids
- Strategies for interviewing native speakers

**Vocabulary Enrichment (8 hours)**

- Formal and informal idioms
- Expressions used for various functions, both formal and informal

**Cross-Cultural Exercises (3 hours)**

- Body language
- Conversational turn-taking
- Classroom conventions and expectations

**Grammar (3 hours)**

- Reinforcement of correct grammatical structures
- Oral correction of grammatical errors

TOTAL HOURS=72

**Additional Information**

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Is it possible this course will have a material fee?**

No Value

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):**

No Value

**What term(s) will this course be offered?**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

No Value

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value

## Resources

Did you contact your departmental library liaison?

Yes

If yes, who is your departmental library liaison?

Aisha Conner-Gaten (Business, ESL-Credit)

Did you contact the DEIA liaison?

Yes

Were there any DEIA changes made to this outline?

Yes

If yes, in what areas were these changes made:

- Course Description
- Exit Standards
- SLO's
- Textbook(s)

Will any additional resources be needed for this course? (Click all that apply)

No Value

If additional resources are needed, add a brief description and cost in the box provided.

No Value