



Course Number and Title: ESL 048 Advanced Listening and Speaking

Campus Location:

Georgetown, Dover, Stanton, Wilmington

Effective Date:

2018-51

Prerequisite:

Test score or ESL 036 and ESL 038

Co-Requisites:

None

Course Credits and Hours:

4.00 credits

4.00 lecture hours/week

0.00 lab hours/week

Course Description:

In this advanced course, students expand listening and speaking skills through interactive and task-based activities. Emphasis is on understanding and expressing ideas and opinions in extended discourse on a broad range of topics.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Disclaimer:

Some lecture hours may be completed in a laboratory setting.

Core Course Performance Objectives (CCPOs):

1. Initiate discourse for everyday communication. (CCC 1; PGC 1)
2. Provide responses consistent with the expectations of listening situations at the advanced level. (CCC 1, 2; PGC 1, 2)
3. Demonstrate behaviors that show self-direction and self-advocacy in acquiring listening competency. (CCC 1, 2; PGC 1, 2, 3, 4)
4. Apply linguistic, socio-cultural, and background knowledge to extract meaning from spoken discourse. (CCC 1, 2, 3; PGC 1, 2, 3, 4)
5. Identify main ideas and details in spoken discourse. (CCC 1, 2; PGC 1, 2)
6. Use spoken language to describe or summarize activities, situations, events, people, places, and opinions. (CCC 1; PGC 1)
7. Respond accurately to specific and general comprehension questions. (CCC 1; PGC 1, 2)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Initiate discourse for everyday communication.
 1. Greet, introduce, ask, and engage others in social situations.
 2. Ask for information, permission, opinion, and directions.
 3. Form yes/no and information questions in simple, progressive, and perfect tenses.
 4. Use modals to show necessity, possibility, advice, and obligation.
 5. Apply pronunciation rules and strategies.
2. Provide responses consistent with the expectations of listening situations at the advanced level.
 1. Follow spoken directions.
 2. Provide appropriate answers to a spoken prompt.
 3. Participate in a variety of interactive activities that highlight social context, cultural dynamics, and non-verbal communication.
 4. Apply pronunciation rules and strategies.
3. Demonstrate behaviors that show self-direction and self-advocacy in acquiring listening competency.
 1. Use electronic and text resources to recognize and use spoken vocabulary.
 2. Monitor listening comprehension skills.
 3. Interact with instructor and classmate.
4. Apply linguistic, socio-cultural, and background knowledge to extract meaning from spoken discourse.
 1. Discriminate and produce vowel and consonant sounds singly and in combination.
 2. Discriminate and produce word-level stress, sentence-level stress, and intonation.
 3. Discriminate and produce inflectional endings to signify tense, number, and possession.
 4. Use correct word order in statements and questions to facilitate comprehension.
 5. Recognize and use social cues for communication.
 6. Recognize and use vocabulary that expresses opinion and attitude.
5. Identify main ideas and details in spoken discourse.
 1. Answer comprehension questions about the main ideas of spoken stories.
 2. Explain the who, what, when, where, why, whose, which, and how of a story or conversation.
6. Use spoken language to describe or summarize activities, situations, events, people, places, and opinions.
 1. After listening to a story, dialogue, or short lecture, provide an appropriate spoken response to a spoken prompt.
 2. Develop and use vocabulary to identify and describe using physical details of size, weight, color, shape, texture, composition, and functional and relational characteristics.
 3. Give a presentation offering a summary, opinion, or narrative and engage audience in a discussion about the main ideas and details.
7. Respond accurately to specific and general comprehension questions.
 1. Provide answers appropriate to a spoken prompt.
 2. Use correct word order to formulate responses.
 3. Express opinions and attitudes.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Listening Tests (3)	45%
Speaking Evaluations	25%
Presentations	20%
Quizzes	10%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Speak English with sufficient proficiency to obtain, exchange, and present information, ideas, and opinions for personal, academic and general work-related purposes.
2. Apply English listening comprehension skills of formal and informal spoken English in social, academic and workplace settings.
3. Compose effective paragraphs and/or short essays incorporating the conventions of English grammar, mechanics, and usage.
4. Use English reading comprehension skills with sufficient proficiency to obtain general information and specific details from a variety of general interest readings and limited academic texts.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.