

Washtenaw Community College Comprehensive Report

ESL 025 High Beginning ESL Listening and Speaking Effective Term: Spring/Summer 2018

Course Cover

Division: Humanities, Social and Behavioral Sciences
Department: English/Writing
Discipline: English as Second Language
Course Number: 025
Org Number: 11300
Full Course Title: High Beginning ESL Listening and Speaking
Transcript Title: High Beg ESL Speak and Listen
Is Consultation with other department(s) required: No
Publish in the Following: College Catalog , Time Schedule , Web Page
Reason for Submission: Three Year Review / Assessment Report
Change Information:
Consultation with all departments affected by this course is required.
Outcomes/Assessment
Objectives/Evaluation

Rationale: revisions based on assessment, Winter 2017

Proposed Start Semester: Spring/Summer 2018

Course Description: In this course, students will move beyond minimal survival English toward communication for daily living. The speaking portion of this class will focus on the English sound system, basic pronunciation, and practical conversation skills. The listening portion focuses on the comprehension of spoken English. This course contains material previously taught in ENG 025 High Beginning ESL Listening and Speaking.

Course Credit Hours

Variable hours: No

Credits: 4

Lecture Hours: Instructor: 60 Student: 60

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 60 Student: 60

Repeatable for Credit: NO

Grading Methods: S/U (for courses numbered below 100)

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

No Level Required

Requisites

Prerequisite

ESL GVR Level E-1 and ESL Listening Level E-1

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Produce the sounds of the English language in basic vocabulary words, and perform basic intonation patterns.

Assessment 1

Assessment Tool: Recording of student reading a list of words and a list of sentences

Assessment Date: Fall 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will demonstrate mastery by scoring 70% or higher.

Who will score and analyze the data: Departmental faculty

2. Produce and respond to learned expressions and questions appropriate for basic social situations such as short personal conversations with questions and answers; short interactions with English speakers as customers, students, and employees; asking for and offering help.

Assessment 1

Assessment Tool: Midterm and final exam (written)

Assessment Date: Fall 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will demonstrate mastery by scoring 70% or higher.

Who will score and analyze the data: Departmental faculty

3. Listen and respond to questions with specific and global information.

Assessment 1

Assessment Tool: Departmentally-approved midterm and final listening exams

Assessment Date: Fall 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score at least 70% on listening comprehension questions targeting specific and global information.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Improve comprehension and production of the phonemes (vowel and consonant sounds) of the English language.
2. Produce syllables correctly in basic vocabulary words.

3. Improve whole word pronunciation, focusing on final sounds (-s, -ed, etc.)
4. Recognize and implement the basic intonation patterns of spoken English.
5. Produce questions and answers appropriate in situations where help is needed and offered.
6. Express needs and desires appropriately in specific customer service situations.
7. Formulate questions and answers in everyday situations based on scripts and prompts containing common English expressions.
8. Communicate successfully using language appropriate to American educational and work settings.
9. Demonstrate the ability to comprehend vocabulary studied as spoken by a native English speaker.
10. Identify main ideas and specific ideas in extended spoken discourse.

New Resources for Course

We intend to create a test bank of standard exam questions for this course. Development of this test bank will begin Winter 2018.

Course Textbooks/Resources

Textbooks

Lane, Linda. *Focus on Pronunciation*, 3rd ed. White Plains, NY: Pearson, 2013, ISBN: 0-13-231493-2.

Brown, Steve. *Active Listening 2*, 2nd ed. New York: Cambridge University Press, 2007, ISBN: 978-052167817.

Manuals

ESL Faculty. ESL 025 Conversation Course Pack, departmental course pack, 11-15-2015

Periodicals

Software

Equipment/Facilities

Level I classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Heather Zettelmaier</i>	<i>Faculty Preparer</i>	<i>Nov 21, 2017</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Nov 22, 2017</i>
Dean: <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Nov 27, 2017</i>
Curriculum Committee Chair: <i>David Wooten</i>	<i>Recommend Approval</i>	<i>Jan 27, 2018</i>
Assessment Committee Chair: <i>Michelle Garey</i>	<i>Recommend Approval</i>	<i>Jan 29, 2018</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Jan 30, 2018</i>