

## CAMPUS COURSE SYLLABUS

**Campus:** Terry

**Department:** English/Reading/ESL/Spanish

**Course:** ESL 028 Beginning ESL  
Listening/Speaking

**Instructor Name:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

**Credits/Hours:** 4 Credits  
4 Hours Class

**Course Description:** In this beginning level listening and speaking course, students will listen to simple commands, directions, and limited conversations to do task-oriented activities. The students will use target structures and new vocabulary to talk about the basic topics.

**Required Text:** *Interactions 1, Listening/Speaking* 4<sup>th</sup> ed., Judith Tanka & Lida Baker and Paul Most, McGraw-Hill, 2002.

**Method of Instructions:** Classroom

## COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES

1. Ask about and report basic personal information. (PGC 1,2; CCC 1)
2. Respond to and make simple requests. (PGC 1,2; CCC 1)
3. Describe people, places, things, and actions. (PGC 1,2; CCC 1)
4. Respond to and ask questions about current actions, daily activities and future plans.(PGC 1,2; CCC 1)

## MEASURABLE PERFORMANCE OBJECTIVES

1. Ask about and report personal information.
  - 1.1 Make introduction of self.
  - 1.2 Use vocabulary related to family, work, school, health, recreation and self.

- 1.3 Interview classmate with ten questions and present results to class.
- 1.4 Practice pronunciation.
- 2. Respond to and make simple requests.
  - 2.1 Monitor listening comprehension
  - 2.2 Follow directions.
  - 2.3 Prepare and give directions to a classmate.
  - 2.4 Form questions in simple present and past tenses.
  - 2.5 Use *may I, could I, would you mind, would you mind if I, could you* to make requests.
- 3. Describe people, places, things, and actions.
  - 3.1 Identify and describe using physical details of size, weight, color, shape, texture, composition, and functional and relational characteristics.
  - 3.2 Develop vocabulary bank
  - 3.3 Use comparative forms of adjectives and adverbs to describe
- 4. Respond to and ask questions about current actions, daily activities, and future plans.
  - 4.1 Participate in paired and small group activities to discuss information.
  - 4.2 Create six-exchange dialogues and present to class with a partner.
  - 4.3 Role play simulated phone conversations; take and deliver messages.

**EVALUATION CRITERIA:**

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level to successfully complete the course.

|                                     |            |
|-------------------------------------|------------|
| <b>Paired/Group activities (5)</b>  | <b>20%</b> |
| <b>Pronunciation interviews (5)</b> | <b>20%</b> |
| <b>Following directions (5)</b>     | <b>20%</b> |
| <b>Listening Activities (5)</b>     | <b>20%</b> |
| <b>Presentations (5)</b>            | <b>20%</b> |

**COLLEGE GRADING SCALE**

|          |   |
|----------|---|
| 92 – 100 | A |
| 83 – 91  | B |
| 75 – 82  | C |
| Below 75 | R |

Students may receive an “S” grade for this class if they are making satisfactory progress but have not completed all the objectives of the course. Students receiving an “S” grade must retake and complete the course to receive credit.

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Responsibilities and Student Rights, and other policies relevant to their academic progress.

