A. **Academic Division:** Liberal Arts

B. **Discipline:** English for Speakers of Other Languages

C. **Course Number and Title:** ESOL0010 Elementary Listening and Speaking

D. **Course Coordinator:** Pat Herb  
   **Assistant Dean:** Deborah Hysell

**Instructor Information:**
- Name: Click here to enter text.
- Office Location: Click here to enter text.
- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

E. **Credit Hours:** 3

F. **Prerequisites:** TOEFL (Paper) Score of 340 or equivalent and beginner-level fluency demonstrated in an interview with a North Central State College ESOL faculty member following guidelines from the Center of Applied Linguistics.

G. **Syllabus Effective Date:** Fall, 2017

H. **Textbook(s) Title:**

*Lecture Ready 1 Student Book: Strategies for Academic Listening, Note-taking, and Discussion (With DVD)*
- Author(s): Peg Sarosy and Kathy Sherak
- Copyright Year: 2007
- Edition: 2nd
- ISBN #: 978-0194-4172-73

*Pronunciation Pairs (student’s book with audio CD)*
- Author(s): Ann Baker and Sharon Goldstein
- Copyright Year: 2007
- Edition: Second
- ISBN #: 978-0521-6780-87

*Small Talk*
- Author(s): Carolyn Graham
- Copyright Year: 1986
- Edition: First
- ISBN #: 978-0194-3422-09
Words for Students of English, Volume 2 High Beginner Level
- Author(s): Holly Deemer Rogerson, et al.
- Copyright Year: 1992
- Edition: First
- ISBN #: 0472082124

Also required is a small digital voice recorder (such as the Olympus VN-7200) for practice in and out of class. Students may use their cell phones if they have recording capability.

I. Workbook(s) and/or Lab Manual: None

J. Course Description: This course helps students build oral and aural comprehension skills through intensive practice in speaking and understanding American English. Students learn to identify significant aspects of academic lectures and respond appropriately in academic discussions. Particular attention is given to vocabulary, fluency, and pronunciation.

K. College-Wide Learning Outcomes:

<table>
<thead>
<tr>
<th>College-Wide Learning Outcome</th>
<th>Assessments - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
<td></td>
</tr>
<tr>
<td>Communication – Speech</td>
<td></td>
</tr>
<tr>
<td>Intercultural Knowledge and Competence</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td></td>
</tr>
</tbody>
</table>

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe their understanding of topics and relate their experiences</td>
<td>One-minute oral reports in weeks 2-3 and 5-7 evaluated by rubric</td>
</tr>
<tr>
<td>Present 3-minute speeches on assigned topic</td>
<td>Speech evaluated by rubric in weeks 4 and 8</td>
</tr>
<tr>
<td>Comprehend spoken American English used in class discussions</td>
<td>Quizzes and exercises throughout the term and final exam in week 8</td>
</tr>
<tr>
<td>Discuss topics introduced in class and lecture recordings</td>
<td>Class discussions assessed weekly throughout the term</td>
</tr>
<tr>
<td>Use key vocabulary words and phrases accurately</td>
<td>Oral and written exercises and final exam in week 8</td>
</tr>
<tr>
<td>Comprehend academic lectures at an elementary level in various subjects and distinguish important from less important points in written notes</td>
<td>Exercises and notes and final exam in week 8</td>
</tr>
<tr>
<td>Compare and contrast typical organization of college classroom activities by subject areas</td>
<td>Exercises throughout the term and final exam in week 8</td>
</tr>
<tr>
<td>Pronounce common words and phrases correctly</td>
<td>Oral exercises throughout the term and final exam</td>
</tr>
</tbody>
</table>

M. Topical Timeline (Subject to Change):
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1    | Identifying strengths and weaknesses in speaking and listening and setting goals for becoming more skillful  
      Introduction to lecture skills  
      Introduction to dictionary and vocabulary of education and the classroom  
      Pronunciation practice: mouth positions, vowels—tea, sit, yes, day, hat—and intonation and stress  
      Conversation practice with greetings and introducing self and others |
| 2    | Conventions of American classrooms  
      Listening and responding to psychology course lectures  
      Vocabulary: work, housing, food, and family  
      Pronunciation practice: more vowels—cup, banana, letter, hot, ball, go, too, and book—  
      and unstressed syllables, phrase groups, linked vowels, pronouns and negative contractions  
      Conversation practice with saying good-bye, giving and receiving compliments, and inviting, accepting, and refusing |
| 3    | Listening and responding to business course lectures  
      Vocabulary: health, crime, military, and clothing  
      Pronunciation practice: more vowels—fine, boy, house, word—and rhythm, stress and linking, and falling intonation  
      Conversation practice with expressing likes, dislikes, opinions, and ability or inability |
| 4    | Listening and responding to media studies course lectures  
      Vocabulary: transportation, government, banking, and farming  
      Pronunciation practice: consonants—pop, baby, two, did, key, good—and intonation in lists, -ed endings, and noun phrases  
      Conversation practice with apologizing and accepting an apology and giving and receiving thanks |
| 5    | Listening and responding to science course lectures  
      Vocabulary: sports, weather and geography, environment, and media  
      Pronunciation practice: consonants—sun, zoo, shoe, television, chips, joke—and final consonant clusters, silent syllables  
      Conversation practice with talking about food and money |
| 6    | Listening and responding to humanities course lectures  
      Vocabulary: nature, more education, more work, and buying and selling  
      Pronunciation practice: consonants—yes, fan, very, wet, how, think, the other—and intonation in long sentences, questions, exclamations, and surprise  
      Conversation practice with talking about weather and asking for and giving information |
| 7    | Listening and responding to lecture of student’s choice (through a visit to a college classroom)  
      Vocabulary: vacation, recreation, science, and housing  
      Pronunciation practice: consonants—me, no, sing, light, fall, right, and /r/ after vowels—and changing intonation, more contractions, and long words  
      Conversation practice with expressing confusion and making plans |
| 8    | Review  
      Assessment of strengths and weaknesses |

N. Course Assignments:
Course assignments include written and oral exercises, drills, short speeches, discussion, and note taking on lectures. The following are graded assignments:

- **Short 1-minute reports**: 50 points (5%)
- **Short 3-minute speeches**: 100 points (10%)
- **Comprehension exercises and quizzes**: 150 points (15%)
- **Class discussions**: 100 points (10%)
- **Vocabulary exercises**: 100 points (10%)
- **Lecture comprehension and note-taking**: 100 points (10%)
- **American classroom conventions exercises**: 50 points (5%)
- **Conversation drills and exercises**: 100 points (10%)
- **Pronunciation exercises**: 100 points (10%)
- **Final exam**: 150 points (15%)

**O. Recommended Grading Scale:**

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70–72</td>
<td>C-</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
</tr>
<tr>
<td>63–66</td>
<td>D</td>
<td>1.00</td>
<td>Below Average</td>
</tr>
<tr>
<td>60–62</td>
<td>D-</td>
<td>0.67</td>
<td>Poor</td>
</tr>
<tr>
<td>00–59</td>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

**P. Grading and Testing Guidelines:**

Click here to enter text.

**Q. Examination Policy:**

Click here to enter text.

**R. Class Attendance and Homework Make-Up Policy:**

Click here to enter text.

**S. Classroom Expectations:**

Click here to enter text.

**T. College Procedures/Policies:**
**Attendance Requirements:** All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal through the Student Records Office in Kee Hall.

**Student engagement requirements:**
Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

**Academic Misconduct** is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or
undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities:** Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals:** As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.