A. **Academic Division:** Liberal Arts  
B. **Discipline:** English for Speakers of Other Languages  
C. **Course Number and Title:** ESOL0310 Advanced 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:** ESOL00210 with a C- or better or TOEFL (Paper) Score of 490 or equivalent and advanced-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:**  
   - *Academic Encounters: Listening Speaking 4 (With DVD)*  
     - **Author(s):** Miriam Espeseth  
     - **Copyright Year:** 2012  
     - **Edition:** 2nd  
     - **ISBN #:** 978-1107602984  
   
   - *Words for Students of English, Volume 8 Advanced Level*  
     - **Author(s):** Dawn E. McCormick et al.  
     - **Copyright Year:** 2004  
     - **Edition:** Third  
     - **ISBN #:** 978-0472089482  

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 to build advanced listening and speaking skills important for their success in American college classes. Students practice listening, note-taking and discussion techniques related to human behavior topics. Students also practice correct pronunciation and build their vocabulary skills to aid in listening comprehension and speaking fluency.
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>1. Summarize in a speech, an understanding of topics and additionally relate own experiences in four 3-minute speeches</td>
<td>Speeches evaluated by rubric in weeks 2, 4, 6, and 8</td>
</tr>
<tr>
<td>2. Demonstrate comprehension of academic lectures at an advanced level in various subjects</td>
<td>Exercises and notes and final exam in week 8</td>
</tr>
<tr>
<td>3. Demonstrate effective note-taking skills in listening to interviews and lectures</td>
<td>Quizzes and exercises throughout the term and final exam in week 8</td>
</tr>
<tr>
<td>4. Discuss topics introduced in class and lecture recordings</td>
<td>Class discussions assessed weekly throughout the term</td>
</tr>
<tr>
<td>5. Demonstrate effective techniques to participate in class discussions</td>
<td>Exercises throughout the term and final exam</td>
</tr>
<tr>
<td>6. Define and use key vocabulary words and phrases accurately</td>
<td>Oral and written exercises throughout the term, and final exam in week 8</td>
</tr>
<tr>
<td>7. 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>
<tbody>
<tr>
<td>1</td>
<td>Identifying strengths and weaknesses in speaking and listening and setting goals for becoming more skillful</td>
</tr>
<tr>
<td></td>
<td>Listening skills: Following directions, listening for specific information, and drawing inferences</td>
</tr>
<tr>
<td></td>
<td>Speaking skills: Predicting the content, personalizing the content, comparing information, asking opinions and sharing a cultural perspective</td>
</tr>
<tr>
<td></td>
<td>Note taking skills: Summarizing data and what you have heard</td>
</tr>
<tr>
<td></td>
<td>Building vocabulary skills</td>
</tr>
<tr>
<td></td>
<td>Building pronunciation skills</td>
</tr>
<tr>
<td>2</td>
<td>Listening skills: Following directions, anticipating answers, and drawing inferences</td>
</tr>
<tr>
<td></td>
<td>Speaking skills: Recalling, predicting content, combining information, and sharing a cultural perspective</td>
</tr>
<tr>
<td></td>
<td>Note taking skills: Paraphrasing, using symbols, and outlining</td>
</tr>
<tr>
<td></td>
<td>Building vocabulary skills</td>
</tr>
<tr>
<td></td>
<td>Building pronunciation skills</td>
</tr>
<tr>
<td></td>
<td>Making an oral presentation on health and healthy habits</td>
</tr>
</tbody>
</table>
| 3 | Listening skills: Recording numbers, listening for specific information, completing multiple-choice items and correcting or expressing a negative positively  
Speaking skills: Examining graphics, using background information, reviewing predictions, summarizing, combining, and sharing a cultural perspective  
Note taking skills: Using space to show organizational structure  
Building vocabulary skills  
Building pronunciation skills  

4 | Listening skills: Recording numbers, summarizing, and listening for specific information  
Speaking skills: Predicting content, identifying who said what, sharing a personal perspective, answering true/false statements, eliciting a conclusion, applying general concepts, and sharing a cultural perspective  
Note taking skills: Creating a chart and paying attention to signal words  
Building vocabulary skills  
Building pronunciation skills  
Making an oral presentation on a particular period of life  

5 | Listening skills: Reading nonverbal skills, responding to true/false statements, and using one’s body to communicate  
Speaking skills: Recalling content, thinking critically about a topic, considering related information, looking beyond the facts, and sharing a cultural perspective  
Note taking skills: Restating and mapping  
Building vocabulary  
Building pronunciation skills  

6 | Listening skills: Summarizing, decoding, and listening for stress and intonation, and sharing a cultural perspective  
Speaking skills: Recalling, personalizing, considering related information, using comparison/contrast, analyzing cultural content, sharing a personal and cultural perspective  
Note taking skills: Recording information, reading nonverbal, recalling, and summarizing  
Building vocabulary skills  
Building pronunciation skills  
Making an oral presentation comparing body language in two cultures  

7 | Listening skills: Listening for specific information, retelling, listening for verb tense and aspect  
Speaking skills: Personalizing content, drawing inferences, sharing a personal and cultural perspective, generalizing, and considering related information  
Note taking skills: Recalling, summarizing, and using morphology/context/nonverbal cues  
Building vocabulary  
Building pronunciation skills  

8 | Listening skills: Listening for details, specific information, and digressions; and showing interest  
Speaking skills: Personalizing content, sharing a personal and cultural perspective, conducting an interview, and considering related information  
Note taking skills: Conducting a survey, taking advantage of rhetorical questions, and outlining  
Building vocabulary skills  
Building pronunciation skills  
Making an oral presentation on a famous friendship or love relationship  
Review and assessment  

---

**Course Assignments:**

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

- Four 3-minute speeches: 200 points (20%)
- Comprehension exercises and quizzes: 150 points (15%)
- Class discussions: 100 points (10%)
Vocabulary exercises 100 points 10%
Lecture/interview comprehension and note-taking 100 points 10%
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, 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.