



ESL 570 - Conversation 1

## Catalog Entry

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**Discipline** English As a Second Language

**Course Number** 570

**Course Title** Conversation 1

**Total hours of instructions required to achieve course objectives:** 72.000 - 144.000

**Min Credit:** 0.000

## Requisites

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Recommended Preparation: Completion with a grade of "C" or better or a Passing grade in: ESL 302 - Beginning High or equivalent ;

## Catalog Description

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Introduces intermediate conversational strategies in listening, language use, and nonverbal communication. Presents oral skills necessary for initiating, maintaining, and closing conversations. Emphasis on oral skills that assist in social interactions and expansion of listening and speaking skills.

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**Classification Code** K - Other Noncredit Enhanced Funding

**Transfer Code** C - Not transferable

**SAM Priority Code** E - Non-Occupational

**TOPS Code** 4930.86 - English as a Second Language - Speaking/Listening

**Repeatability Code** CE - Continuing Education

**Open Entry/Exit** Yes

**Grading Options** Pass/Satisfactory Progress/No Pass

## CIC Approval

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04/10/2023

## Student Learning Outcomes

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Upon completion of this course, the student should be able to:

1. **Apply hand gestures, body language, and facial expressions to everyday conversations.**
2. **Participate in conversations about recent or current events, leisure time or student's daily life.**

### 3. Identify the main idea and specific details in conversations and presentations.

## Course Objectives

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1. Interpret and use common hand gestures, body language, and facial expressions for nonverbal communication.
2. Identify main ideas and details in a listening passage.
3. Demonstrate pacing and use clarifying questions in conversations.
4. Interpret and use common idiomatic expressions, sayings and proverbs, verbal instructions or directions and other information presented orally.
5. Discuss and describe daily activities at home, work, or school as well as leisure time activities and other events.
6. Respond to questions (e.g., job interview/medical visit).
7. Initiate or interpret conversations by using openings, closings and polite expressions.
8. Use informal and formal introductions, give or make compliments and congratulations, apply expressions of disagreement and displeasure.

## Course Content

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(Include major topics of the course, time required, and what the student is expected to learn.)

### **Course Lecture Content**

*The ESL Program recognizes that our students' race, ethnicity, linguistic background, and socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English literacy.*

#### **1. Nonverbal Communication: 10-20 hours**

-Common hand gestures, body language, facial expressions

#### **2. Listening Comprehension: 25-50 hours**

-Main idea and details in various listening activities

-Pacing in a conversation including clarifying questions

-Common idiomatic expressions, sayings, proverbs, verbal instructions, directions, and other information presented orally

#### **3. Oral Expression: 37-74 hours**

-Daily or leisure activities at home, work, school

-Basic job interview questions with answers

-Using openings and closings, polite expressions in conversations and making informal and formal introductions, and expressions of disagreement and displeasure

-Preparing, accepting, declining and confirming invitations, compliments, and congratulations

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Total hours: 72-144

## Course Materials

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### Recommended Materials

Irene E. Schoenberg *Speaking of Values Book 2* First edition Pearson Education, New York 2003 This book has been revised by the publisher/authors in 2005 but not again since then. This popular book is used as a class set in the classroom so students don't need to purchase it. We don't receive funds to purchase new class sets, so we use what we have in stock.

Pamela Hartmann and Nancy Douglas *Inspire Book 2* First edition National Geographic Learning Cengage 2014 This book has not been revised by the publisher/authors since its first edition. This popular book is used as a class set in the classroom so students don't need to purchase it. We don't receive funds to purchase new class sets, so we use what we have in stock.

### Other Required Materials

- Books from ESL Department recommended book lists
- Other resources from the CEC Professional Development Center
- Instructor-prepared materials

## What methods will be employed to help students learn?

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Check all that apply:

- **Class Discussions**

**Description**

Students will participate in class discussions to review and check their understanding of and responses to course contents/classroom activities such as for homework assignments, worksheet exercises, conversation strategies, and nonverbal communication expressions.

- **Directed Learning Activities**

**Description**

Students will do directed learning activities to focus on strengthening their knowledge of specific course content areas such as by practicing how to initiate, interpret, and end conversations.

- **Field Trips**

**Description**

Students are invited to explore opportunities for academic, professional, personal or family-related reasons and/or to apply what they are learning in the classroom by taking school sponsored field trips provided as part of student services to visit for example other courses/programs/schools.

- **Guest Speakers**

**Description**

When guest speakers are available and requested by the instructor for in-class presentations, students will be able to learn more from the presenters on how they use English (e.g., vocabulary, pronunciation, grammar, speaking and listening strategies) in their disciplines, careers, lives, and so on. In addition, students will be able to ask them clarifying questions and use polite expressions.

- **Instructor Demonstrations**

**Description**

The instructor may use various demonstrating techniques to introduce common gestures, body language, and facial expressions.

- **Media Presentations**

**Description**

The instructor and students are able to present information to groups or the class on different content areas of the course using available internet, technology, and equipment in the classroom. For example, a group of students can present to the class their project on common idiomatic expressions using PowerPoint, internet, and Google Docs.

- **Oral Presentations**

**Description**

Students will be able to practice their oral skills by presenting information to the class on a content course topic of interest with a main idea and details followed by answering questions and receiving feedback.

- **Other**

**Description**

***These instructional methods can be used in this course by the instructor; however, other related methods can also be employed and not all methods listed are necessarily performed by each instructor:***

Cooperative learning

Class presentations

Debates

Dialogues

Distance Education

Individual small and whole group listening and speaking activities in person or via recorded devices (e.g., audio scripts and video)

Individual and small group activities

Mediated learning

Mini speeches

Observations and demonstrations

Pair work

Portfolios

Projects

Role-play activities

Student conferences

Teamwork

Whole class instruction

What learning activities or assignments are required outside of class?

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**Reading Assignments**

Reading labels, statements, articles, newspapers, stories, books, and other materials.

**Writing Assignments**

Writing lists, emails, messages, notes, journals, and letters in personal, vocational and/or academic settings.

## Other Assignments

- Speaking English with family, friends, neighbors, co-workers, and classmates. Practicing voice recordings and public speaking.
- Listening to information in English in TV shows, movies, news, videos, podcasts, and other mediums.
- Reviewing course materials (e.g., grammar, pronunciation, spelling, vocabulary) to prepare for quizzes, tests, presentations, and projects.

## Standards of Achievement

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### **How will learning be assessed? (Multiple measures must be used)**

Individualized pre- and post-test assessments (e.g., interviews)

Teacher observations (e.g, small group observation)

Presentations

## Grading Scale

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(P) Pass: The student has demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 70% or higher using various methods of evaluation/multiple measures.

(SP) Satisfactory Progress: The student has demonstrated proficiency in some of the learning outcomes of the course as evidenced by an average score of 60-69% using various methods of evaluation/multiple measures.

(NP) No Pass: The student has not demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 0-59% using various methods of evaluation/multiple measures.