



ESL 580 - Conversation 2

Catalog Entry

Discipline English As a Second Language

Course Number 580

Course Title Conversation 2

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

Min Credit: 0.000

Requisites

Recommended Preparation: Completion with a grade of "C" or better or a Passing grade in: ESL 304 - Intermediate High or equivalent ;

Catalog Description

Introduces advanced conversational strategies in listening, language use, and nonverbal communication. Presents oral expressions necessary for enhancing conversation and listening skills. Emphasizes differences between formal and informal language based on attitudes and cultures in the United States.

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

04/10/2023

Student Learning Outcomes

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

1. **Apply personal space, gestures, body language in conversations at work, school, or in the community.**

2. **Initiate, participate in, and conclude conversations about recent or current events, leisure time or student's daily life.**
3. **Present the main idea and specific details in conversations, presentations, or debates.**

Course Objectives

1. Interpret and use personal space, body language, and facial expressions for nonverbal communication.
2. Evaluate, paraphrase, summarize the main idea and details in a listening passage.
3. Control the pace of a conversation using verbal and nonverbal cues.
4. Ask clarifying questions to interpret the contents or respond to the contents of conversations orally or in written form.
5. Describe a series of events in chronological order.
6. Give a brief presentation on a familiar topic and initiate questions (e.g., job interview/medical visit).
7. Conversational skills to initiate, participate, negotiate, complain, debate, suggest, persuade and close conversations using formal and informal language.
8. Express sympathy, condolences, interest or lack of interest, and preference or lack of preference.
9. Provide directions and instructions.

Course Content

(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

-Personal space and cultural behaviors and ideas related to good listening techniques (e.g., personal space, eye contact, nodding)

2. Listening Comprehension: 25-50 hours

-Main ideas, supporting details, and conclusions

-Using verbal and nonverbal cues in conversations for comprehension checks and to close conversations

-Clarify vocabulary, explanations, contents in conversations, and statements by asking questions orally and in written form

3. Oral Expression: 37-74 hours

-A series of events in chronological order and a brief presentation on a familiar topic

-Conversations using formal and informal language

-Express sympathy, condolences, interest or lack of interest, and preference or lack of preference

-Provide directions and instructions

-Negotiating, complaining, debating, suggesting, persuading, and requesting

Total hours: 72-144

Course Materials

Recommended Materials

Robin Mills Speaking of Values Book 2 Second edition Pearson Education, New York 2005 This book has been revised by the publisher/author once for second edition and then no more has been done. 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.

Nancy Douglas and Andrew Boon Inspire Book 3 First edition National Geographic Learning-Cengage Learning, Massachusetts 2014 This book has not been revised by the publisher/author. 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

- SAC Student Code of Conduct

What methods will be employed to help students learn?

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, debates, and summarizing a listening passage.

- **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 negotiate 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 for clear directions and instructions.

- **Instructor Demonstrations**

Description

The instructor may use various demonstrating techniques to interpret and use personal space, 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 describing a series of events in chronological order by 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 such as how to prepare for a medical visit 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?

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

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

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

Teacher observation (e.g, small group observation)

Presentations

Grading Scale

(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.