**ELS003**

* **Goal:** Take notes on non-authentic academic and non-academic discourse such as on topics from current events and popular culture that contain all of the important/relevant info from the lecture/material
* **Objectives:**
* Teach students [note-taking techniques](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) such as the Cornell method, Mind Mapping, and /or outlining
* Teach students to [use short-hand techniques](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) such as abbreviations, symbols, and acronyms
* Teach students to [organize notes](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) by identifying and writing down main ideas and supporting details, employing the use of key words from the lecture
* Teach students to comprehend non-authentic academic and non-academic discourse such as on topics from current events and popular culture
* Teach students to predict, infer, and recognize the difference between fact and opinion

**ELS 003: [Speaking]**

* **Goal:** Communicate on a developing-academic level about non-academic topics and in non-academic contexts
* **Objectives:**
* Teach students to use developing-academic level-appropriate language in the context of organized presentations that include presentation techniques , and can include technological aids
* Teach students to use developing-academic language in the context of formal classroom discussions such as found in debates, as well as informal classroom conversations
* Teach students to utilize correct grammar and pronunciation in context with fewer errors than level two
* Teach students to utilize idiomatic language

**Week 1**

* Syllabus + course introductions
* Speaking Diagnostic (Tuesday or Wednesday)
* Listening Diagnostic (Wednesday)
* Assign dates for student-led discussions (done with a partner)
* Introduction to note-taking (Cornel Method)/practice
* Introduce abbreviations/practice

**Week 2**

**Unit 1, Solving a Mystery/Engineering**

* Continue note-taking (Cornel Method)/practice
* Continue abbreviations/practice
* Introduce Prediction skills
* Listening skills: Cause and Effect relationships
* Speaking skills: oral summary and class discussion

**Week 3 Unit 2. A Market Place/Business**

* Listening skills: Reinforce abbreviations and symbols: supporting opinions
* Introduce academic discussion skills (work with a handout)
* Speaking skills: oral summary and class discussion
* Wednesday: s*tudent-led discussion 1*

**Week 4 Unit 3 Enhancing Reality/Technology**

* PowerPoint and Presentation Skills
* Listening and Speaking skills: Signal phrases, Sharing opinions politely
* Pronunciation: Sentence stress

**Test 1 “The Three Branches of the U.S. Federal Government” Academic Encounters 2 Unit 1 Chapter 1 Disc 1 Trak 7 DVD**

* Graded discussion (recorded) in groups of four
* Notetaking + comprehension questions

**Week 5 Unit 4 Literary Symbols/Literature**

* Speaking skill: Giving short oral summaries
* Wednesday: s*tudent-led discussion 2*

**Week 6 Unit 5 Creative Solutions/Meteorology**

* Fact vs. Opinion
* Continue academic discussion strategies (agree vs. disagree, clarification requests)

**Test 2 “Overview of the First Amendment” Academic Encounter 2 Unit 1 Chapter 2 Disk 1 Trak 14 DVD**

* Graded discussion in small groups (recorded)
* Notetaking (Cornell method) + comprehension questions (including fact vs. opinion)

**Week 7 Unit 6 What to Eat/Nutrition**

* Continue The Cornell Method to Take Notes
* How to prepare a well-organized presentation

* Wednesday: *student-led discussion 3*
* Unit 3, Chapter 7: Multiculturalism
* Listening skills: focus on signal words (transition words)
* Speaking skills: oral summary + small group discussion

**Week 8 Unit 7 Working in the Filed/Geology**

* *Listening and Speaking Skills: Listening for Implications; Polite Requests and Interruptions*

**Week 9 Unit 8 the Happiness Formula/Sociology**

* Introduce Mind Maps
* Wednesday: s*tudent-led discussion 4*

**Week 10 Unit 9 Stop the Presses/Journalism**

Listening: Facts and Opinions

Speaking: Being Persuasive in Academic Discussion

Pronunciation: Common Reductions

**Test 3 “The Civil Rights Movement “Academic Encounters 2 Unit 3 Ch. 5 Disk 2 Trak 6-7 DVD**

* Graded discussion in small groups (recorded)
* Notetaking (Cornell method) + comprehension questions (including fact vs. opinion)

**Week 11 Unit 10 Artificial Retina/Medicine**

Wednesday: s*tudent-led discussion 5*

**Week 12**

Supplemental materials

**“The Age Discrimination in Emplacement Act” Unit 3 Chapter 6 Disk 6 Disk 2 Trak 13-14**

Speaking: Work on Presentation

**Week 13**

**Test 4 “Metaphors for American Society” Academic Encounters 2 Unit 2 Ch.4 Disk1 Trak 28 DVD**

* Graded discussion in small groups (recorded)
* Notetaking (Cornell method) + comprehension questions (including fact vs. opinion)

**Week 14**

Supplemental materials

“Three American Folk Heroes”

* Review for Final Exam

**Week 15**

Final Exams

*Possible final “Conservative and Liberal Values in American Politics” “Conservative and Liberal Values”*