**ELS004**

***Listening***

* **Goal:** Take complete notes from non-authentic and authentic high-intermediate-level academic lectures 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 to take notes from a high-intermediate-level lecture
* Teach students to [use short-hand techniques](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) such as abbreviations, symbols, and acronyms to take notes from a high-intermediate-level lecture
* Teach students to [organize notes](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) from a high-intermediate-level lecture by identifying and writing down main ideas and supporting details, and employing the use of key words
* **Goal:** Comprehend spoken English from a variety of non-authentic and authentic high-intermediate-level academic sources
* **Objectives:**
* Teach students to comprehend non-authentic and authentic high-intermediate-level academic listening discourse.
* Teach students to predict, infer, and recognize the difference between fact and opinion within a high-intermediate-level listening discourse

***Speaking***

* **Goal:** Communicate on a high-intermediate-level about academic topics within academic and non-academic contexts
* **Objectives:**
* Teach students to use high-intermediate-level-appropriate language in the context of organized presentations that include presentation techniques, and should include technological aids
* Teach students to use high-intermediate-level language in the context of formal classroom discussions such as found in debates, as well as informal classroom conversations
* Teach students to use high-intermediate-level language to utilize facts, estimates [statistics], and opinions to support an argument
* Teach students to utilize correct grammar and [pronunciation](http://www.tesltimes.org/listening-speaking.html) in high-intermediate-level contexts with fewer errors than level three
* Teach students to utilize idiomatic language in high-intermediate-level speaking activities

**Week 1**

Syllabus+ brief overview of course materials/objectives

Diagnostic Test

**Week 2-3**

**Unit 1 Ch. 1 Anthropology: “Working in a diverse profession”**

Introduce Cornel Note-taking skills

Introduce [use short-hand techniques](http://www.tesltimes.com/listening-speaking/ls-note-taking.html) such as abbreviations, symbols, and acronyms

Introduce prediction, inference, and opinion

Introduce reading/ discussion “Vikings Filed their Teeth, Skeleton Study Shows”

Introduce 10 steps of a good presentation

Research Project/presentation in pairs “A Discovery that…”

**Unit 1 Ch.2 “The Concept of culture”**

Continue Cornel Note-taking/  [short-hand techniques](http://www.tesltimes.com/listening-speaking/ls-note-taking.html) such as abbreviations, symbols, and acronyms

Introduce recording information as a list

Continue Reading/Discussion *Last of the Cave People*

Research Project/presentation “Isolated cultures…” 1

Video: continue note-taking, discussion, introduce idiomatic language

Listening quiz 1

**Week 4 -5**

**Unit 2 Ch. 3 “The Egyptian pyramids”**

Continue Cornel Note-taking/  [short-hand techniques](http://www.tesltimes.com/listening-speaking/ls-note-taking.html) such as abbreviations, symbols, and acronyms

Introduce recording numbers and dates in notes

Reading/Discussion *Ramses the Great*

Research project /presentation in pairs

**Unit 2 Ch. 4 “The First Emperor of China”**

Introduce indentation and spacing in notes

Introduce organizing notes by identifying and writing down main ideas and supporting details, employing the use of key words from the lecture

Reading/Discussion *Terra-Cotta Army Protects First Emperor’s Tomb*

Research Project/ presentation 2

Video: continue note-taking, discussion

Listening quiz 2

**Week 6-7**

**Unit 3 Ch. 5 Sociology “The Distributed Workforce. Where people work”**

Introduce listening to intonation to identify new main points

Continue Cornel Note-taking/  [short-hand techniques](http://www.tesltimes.com/listening-speaking/ls-note-taking.html) such as abbreviations, symbols, and acronyms

Reading/Discussion: *Second life, Other Virtual Worlds Reshaping Human Interaction*

Research Project/ presentation in pairs

**Unit 3 Ch6 Age and work. “The graying of the workforce”**

Introduce cause and effect signals

Continue Cornel Note-taking/  [short-hand techniques](http://www.tesltimes.com/listening-speaking/ls-note-taking.html) such as abbreviations, symbols, and acronyms

Reading/Discussion: *Why are young, educated Americans going back to farms?*

Research Project/presentation 3

Video: continue note-taking, discussion, introduce idiomatic language

Listening quiz 3

**Week 8-11**

**Unit 4: Communication: The Influence of language, culture, and gender**

Introduce recording rhetorical questions

Continue Cornel Note-taking/  [short-hand techniques](http://www.tesltimes.com/listening-speaking/ls-note-taking.html) such as abbreviations, symbols, and acronyms

Reading/Discussion: “*Love that Lingua Franca”*

Research project/presentation in pairs

**Week 10 -** Spring Break

**Week 12-13**

**Unit 4 Gender and Communication**

Introduce contrast cues and charts

Continue Cornel Note-taking/  [short-hand techniques](http://www.tesltimes.com/listening-speaking/ls-note-taking.html) such as abbreviations, symbols, and acronyms

Reading/Discussion: *Smarter teams are more sensitive, have more women?*

Research project/presentation 4

Video: continue note-taking, discussion, introduce idiomatic language

Listening quiz 4

**Week 14- 15**

**Unit 5: Biology. From Genetics to Genetic Engineering**

Introduce Anticipating and Recording examples

Continue Cornel Note-taking/  [short-hand techniques](http://www.tesltimes.com/listening-speaking/ls-note-taking.html) such as abbreviations, symbols, and acronyms

Read and Discuss: *Genes and Population Genetics*

Research Project/Presentation in pairs

**Unit 5: Genetic Engineering. Playing Roulette with Mother Nature’s designs?**

Introduce recovering meaning as students listen

Continue Cornel Note-taking/  [short-hand techniques](http://www.tesltimes.com/listening-speaking/ls-note-taking.html) such as abbreviations, symbols, and acronyms

Reading/Discussion: *Food: How Altered*

Research Project/Presentation 5

Video: continue note-taking, discussion, introduce idiomatic language

Listening quiz 5

Review before the final exam

Study Day **(Friday)**

**Week 16 Finals**