ELS 002

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| **ELS****2** | **Course Description:** The High-Beginning Listening and Speaking course is designed to introduce students to English conversation patterns, informal speeches, role-playing, vocabulary development, group discussions and rules of pronunciation, as well as note-taking and listening comprehension strategies. Students use short-hand techniques such as some abbreviations, symbols, and acronyms at a high-beginning-level. Students organize notes from a high-beginner-level lecture by identifying and writing down main ideas and supporting details, and employing the use of some key words. Students improve their oral ability through work on high-beginning-level pronunciation and fluency skills, discussions, and short formal, structured presentations. This class meets 4 times a week, twice for 50 minutes and twice for 75 minutes. In summer, this class meets 4 times a week, twice for 60 minutes and twice for 75 minutes.  |
| **Course Goal:** Students completing ELS 002 should be able to take notes from non-authentic academic and non-academic high-beginning-level discourse that contain most of the important/relevant info from the lecture/material, comprehend spoken English from a variety of non-authentic academic and non-academic sources, and communicate on a high-beginning level about non-academic topics and in non-academic contexts. |
|  | **Course Objectives***Through course content and activities, students will be taught how to:* | **Student Learning Outcomes** **(SLOs)***Based on the stated general objectives, students will be able to:* | **Assessing SLOs***These SLOs are observed and measured primarily through:* |
| **1** | *Take notes from non-authentic academic and non-academic high-beginning-level discourse that contain most of the important/relevant info from the lecture/material* | 1a. demonstrate an ability to [use short-hand techniques](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) such as some abbreviations, symbols, and acronyms at a high-beginning-level1b. demonstrate an ability to [organize notes](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) from a high-beginner-level lecture by identifying and writing down main ideas and supporting details, employing the use of some key words. Students’ notes are not graded directly, but rather their ability to use their notes. 1c. demonstrate an ability to pass quizzes/tests based on notes from a high-beginner-level lecture. These tests can be given one to two weeks after the initial time the notes were taken, and can be in both open and closed notes formats. | [x]  Final Exam [x]  Listening Quizzes/Exams [ ]  Graded presentations, discussions, etc...[x]  Graded homework [x]  Graded classwork[ ]   |
| **2** | *Comprehend spoken English from a variety of non-authentic academic and non-academic sources* | 2a. demonstrate an ability to recognize topics of high-beginning-level listening passages.2b. demonstrate an ability to identify facts directly expressed in high-beginning-level listening passages.2c. demonstrate an ability to identify opinions directly expressed in high-beginning-level listening passages.2d. demonstrate an ability to make predictions about specific content they will hear in high-beginning-level listening passages. For example, using pictures to predict content.2e. demonstrate an ability to make inferences about specific content they hear in high-beginning-level listening passages.2f. be able to identify [syllables](http://www.tesltimes.org/listening-speaking/ls-syllabletrain.html) at the word level.  | [x]  Final Exam [x]  Listening Quizzes/Exams [ ]  Graded presentations, discussions, etc...[x]  Graded homework [x]  Graded classwork[ ]   |
| **3** | *Communicate on a high-beginning level about non-academic topics and in non-academic contexts* | 3a. demonstrate an ability to use high-beginning-level-appropriate language in the context of organized presentations that include presentation techniques, and can include technological aids.3b. demonstrate an ability to use high-beginning-level-appropriate language in the context of formal classroom discussions but mostly in informal classroom conversations3c. demonstrate an ability to utilize correct grammar and pronunciation in spoken communication at a high-beginning-level.3d. demonstrate an ability to utilize idiomatic language in high-beginning level speaking activities. | [x]  Final Exam [ ]  Listening Quizzes/Exams [x]  Graded presentations, discussions, etc...[x]  Graded homework [x]  Graded classwork |

**Course Description:** A description of the goals, methods, and timelines for a course.

**Course Goal:** The overall intended outcome or target for the course. The goal guides the development of meaningful course objectives and informs students and teachers of the purpose of the course.

**Course Objective: A** specific curricular element taught through content and activities. The course objectives guide instruction and lesson planning in order to provide a learning experience for all students, and, in aggregate, address the course goals.

**Student Learning Outcome:** A description of what the student will know or be able to do with the language as a result of the course of instruction. A student learning outcome is written in terms of observable and measurable language skills. Along with course objectives, student learning outcomes provide the foundation of assessment by implying what will be assessed and appropriate methods of assessment.