

College of Micronesia – FSM  
P.O. Box 159  
Kolonia, Pohnpei FM 96941

Course Outline Cover Page

**Listening & Speaking for Academic Purposes**

Course Title

**ESL 087**

Department & Number

Course Description:

In this course, students will increase their facility in the use of academic English listening and speaking skills. The emphasis will be on the aural/oral skills utilized in college classrooms for coursework across the curriculum, with practice provided in a range of content areas.

Course Prepared by: **Div. of Languages and Literature**

Campus: **National**

	Hours per Week		No. of Weeks		Total Hours		Semester Credits
Lecture	<u>3</u>	x	<u>16</u>	x	<u>48</u>	=	<u>3</u>
Laboratory		x		x		=	
Workshop		x		x		=	
					Total Semester Credits		<u>3</u>

Purpose of Course:

Degree Requirement	<input type="checkbox"/>
Degree Elective	<input type="checkbox"/>
Certificate	<input type="checkbox"/>
Remedial	<b>X</b>
Other (workshop)	<input type="checkbox"/>

Prerequisite Course(s):

Divisional placement

\_\_\_\_\_  
Signature, Chairperson, Curriculum Committee

\_\_\_\_\_  
Date Approved by Committee

\_\_\_\_\_  
Signature, President, COM-FSM

\_\_\_\_\_  
Date Approved by President

# ESL 087: Listening & Speaking for Academic Purposes Course Outline

## COURSE DESCRIPTION:

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## I. COURSE OUTCOMES

### General Learning Outcomes:

1. Students will demonstrate proficiency in academic English listening skills.
2. Students will demonstrate proficiency in academic English speaking skills.
3. Students will demonstrate proficiency in critical thinking skills.

### Specific Learning Outcomes: Students will be able to

- 1.1 demonstrate accurate note-taking skills, utilizing a variety of methods, as they listen to formal academic lectures.
  - 1.2 answer questions in written form following an academic lecture demonstrating aural reception of content.
  - 1.3 respond appropriately orally when asked questions in English, demonstrating their understanding of the question, their aural reception of content, and their ability to formulate appropriate oral responses in the academic environment.
  - 1.4 demonstrate the ability to follow orally-given instructions and directions.
  - 1.5 demonstrate through written and/or oral responses the ability to understand content presented in English in various media utilized in the academic environment (movies, interactive multimedia CD-ROMS, television and/or radio broadcasts, etc.)
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- 2.1 engage in academic discussion groups, demonstrating both receptive English in listening to peers and productive English in contributing their own thoughts.
  - 2.2 ask appropriate questions following an academic lecture. Such questions will demonstrate both content knowledge gleaned from listening to the lecture and appropriate use of English for formulating queries in the academic environment. Settings will include both individual interactions with a faculty member and more public inquiries made within the classroom setting.
  - 2.3 engage in interviews with content experts and college staff for research and administrative purposes.

- 2.4 present clear and accurate factual information to small and large groups after researching assigned content.
  - 2.5 utilize audio/visual aids in the oral presentation of material, including current and appropriate technology (such as PowerPoint slides)
  - 2.6 demonstrate the rudiments of proper academic and professional presentation nonverbal skills, such as correct posture, appropriate gestures and facial expression, and adequate eye contact.
  - 2.7 pronounce English properly, utilize appropriate volume and intonation/inflection, and build fluency through attention to suprasegmentals in all oral contexts.
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- 3.1 analyze orally presented material for content, including both stated and inferred ideas, and respond to it through written and/or orally expressed opinions.
  - 3.2 critique presentations given by classmates and will provide appropriate feedback to their peers.

## **II. COURSE CONTENTS**

Through recorded lectures, guest speakers, various media, and the instructor's own presentations, the students will be exposed to a wide variety of content topics covering the range of academic coursework taught at the institution. Numerous exercises will be designed to give the students opportunities to gather information aurally from these listening scenarios, and to demonstrate in oral and written responses their content comprehension and critical responses thereto.

Students will also be given opportunities to produce oral English in a variety of simulated authentic academic situations – discussing content in groups, interacting with a faculty member, gathering information through interviews, and presenting information to the class.

## **III. REQUIRED MATERIALS**

### **Textbook:**

Blass, Laurie and Pamela Hartmann. Quest: Listening and Speaking in the Academic World, Book 3. 2<sup>nd</sup> (or current) ed. NY: McGraw-Hill, 2007. ISBN: 0-07-325331-6.

## **IV. REQUIRED COURSE MATERIALS**

Quest: Listening and Speaking in the Academic World, Book 3 Audio CD's  
ISBN: 0-07-326713-9 **or** Audio cassettes ISBN: 0-07-326712-0.

These are necessary materials for the instructor. The audio CD's/Audiocassettes contain recordings of all the academic lectures and listening exercises specific to the text.

Blass, Laurie and Pamela Hartmann. Quest: Listening and Speaking in the Academic World, Book 3. 2<sup>nd</sup> (or current) **Teacher's** edition. NY: McGraw-Hill, 2007. ISBN0-07-326711-2.

The teacher's edition includes audio scripts, vocabulary lists, answer keys, expansion activities and end-of-chapter tests.

### **Suggested Course Materials**

Quest: Listening and Speaking in the Academic World, Book. DVD, ISBN: 0-07-326996-4 or Videocassette, ISBN: 0-07-326995-6

The materials on the DVD or VHS accompanying this textbook supplement the academic lectures and listening exercises specific to each chapter of the text.

Additionally, the teacher will select a variety of materials in various media that include spoken English and that are commonly utilized in academic environments, such as movies, interactive multimedia/CD-ROMS, television and/or radio broadcasts, etc. These will address multiple content areas to expose students to vocabulary and concepts across the curriculum.

### **V. REFERENCE MATERIALS**

Adams, Thomas W. and Susan R. Kuder. Attitudes through Idioms. 2<sup>nd</sup> ed. Newbury House, 1994.

Beylan, David and Neil Murry. Contemporary Topics. NY: Longman, 1993.

Dunkel, Patricia and Frank Pialosi. Advanced Listening Comprehension. 1982. (Tapes).

James, Gauge, Charles G. Whitley, and Sharon Bode. Listening in and Speaking out. NY: Longman, 1980. (Tapes).

King, Carol and Nancy Stanley. Building Skills for the TOEFL. Nelson, 1989. (Tapes).

Roguski, Connie and Edith Palmberg. Academic Mini-Lectures. Heinle & Heinle, 1990. (Tapes).

## **VI. INSTRUCTIONAL COST**

There are no special costs associated with this course.

## **VII. METHODS OF INSTRUCTION**

Instructors may use, but are not limited to, lectures, CDs, movies, radio and/or television broadcasts, audio tapes, and guest speakers.

Instructors will design and utilize many exercises for students to practice and demonstrate mastery of skills, such as listening comprehension exercises, sound focus exercises, cloze exercises, large- and small-group discussions, role plays, pair work, outside contact assignments, speeches, oral interpretation (reading aloud), oral reports, written response papers, and/or group presentations.

## **VIII. EVALUATION**

Credit-by-examination - None

Students will be assessed (yielding standard A, B, C, D, F letter grades) based upon how well their oral, aural, and written work satisfies the student learning outcomes for the course. Graded assignments may take the form of homework, in-class activities and exercises, quizzes, tests, short papers, presentations, and general class participation.

## **IX. ATTENDANCE POLICY**

The COM-FSM Attendance Policy applies to this course.

## **X. ACADEMIC HONESTY POLICY**

The COM-FSM Academic Honesty Policy applies to this course.