



## COURSE OUTLINE

**Course Number**  
ESL071

**Course Title**  
ESL Speech Concepts III

**Credits**  
4

**Hours: 4 Lecture**

**Pre-requisite:**  
ESL061

**Implementation  
Semester & Year**

**Fall 2022**

*or*  
scored 85 – 100 on the *Listening* section of  
the *Accuplacer* test

**Catalog description:** Develops listening and speaking competency in English. Stresses spontaneous spoken English to develop comprehensibility and fluency. New vocabulary and grammar are acquired and practiced in meaningful contexts. Reading, writing, and the study of vocabulary and grammar are assigned outside of class to facilitate fluent listening and speaking during class meetings.

**General Education  
Category:**  
Not GenEd

**Course coordinator:** Daniel D'Arpa, (609) 570-3318,  
darpad@mccc.edu

**Required texts & Other materials:**

*PATHWAYS 4: Listening, Speaking and Critical Thinking* 2<sup>nd</sup> ed. authors: Rebecca Tarver Chase et al. Heinle Cengage Learning

**Course Student Learning Outcomes (SLO):**

***Upon successful completion of this course the student will be able to:***

1. Demonstrate active listening comprehension of spoken English on a variety of topics at a mid to high beginner level. [ILG 1, 6,10, 11]
2. Demonstrate active reading comprehension of written English at an advanced level. [ILG 1, 6,10, 11]
3. Write effectively organized presentation notes in English at an advanced level. [ILG 1, 6,10]
4. Speak English extemporaneously on a variety of topics at an advanced level. [ILG 1, 4, 6,10]
5. Deliver spoken presentations with a clear main idea and supporting examples; of various types such as informative, persuasive, and special occasion speeches. [ILG 1, 4, 6,10]
6. Identify rhetorical elements including speaker and audience's perspective, a speaker's purpose, supporting ideas, inferences, questions, and correlations of ideas. [ILG 1, 6,10, 11]

**Course-specific Institutional Learning Goals (ILG):**

Goal 1. Written and Oral Communication in English: Students will communicate effectively in both speech and writing.

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work

Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Liberal Arts (PLO)**

1. Speak, write, read, and comprehend a world language commensurate with the level of study

### **Units of study in detail – Unit Student Learning Outcomes:**

#### **Unit 1 [SLO 1-6; ILG 1,4,6,8,10,11]**

*On the topics of consumerism, students will demonstrate they can, in English:*

- actively participate in extemporaneous discussions and debates
- synthesize and explain the topics and meaning(s) within texts
- make connections to prior knowledge
- present original ideas and opinions
- organize thoughts to include opinions, citations, supporting examples and explanations

#### **Unit 2 [SLO 1-6; ILG 1,4,6,8,10,11]**

*On the topics of nature, students will demonstrate they can, in English:*

- actively participate in extemporaneous discussions and debates
- synthesize and explain the topics and meaning(s) within texts
- make connections to prior knowledge
- present original ideas and opinions
- organize thoughts to include opinions, citations, supporting examples and explanations

#### **Unit 3 [SLO 1-6; ILG 1,4,6,8,10,11]**

*On the topics of migration, students will demonstrate they can, in English:*

- actively participate in extemporaneous discussions and debates
- synthesize and explain the topics and meaning(s) within texts
- make connections to prior knowledge
- present original ideas and opinions
- organize thoughts to include opinions, citations, supporting examples and explanations

#### **Unit 4 [SLO 1-6; ILG 1,4,6,8,10,11]**

*On the topics of globalization, students will demonstrate they can, in English:*

- actively participate in extemporaneous discussions and debates
- synthesize and explain the topics and meaning(s) within texts
- make connections to prior knowledge
- present original ideas and opinions
- organize thoughts to include opinions, citations, supporting examples and explanations

#### **Unit 5 [SLO 1-6; ILG 1,4,6,8,10,11]**

*On the topics of entrepreneurship, students will demonstrate they can, in English:*

- actively participate in extemporaneous discussions and debates
- synthesize and explain the topics and meaning(s) within texts
- make connections to prior knowledge
- present original ideas and opinions
- organize thoughts to include opinions, citations, supporting examples and explanations

#### **Unit 6 [SLO 1-6; ILG 1,4,6,8,10,11]**

*On the topics of art design, students will demonstrate they can, in English:*

- actively participate in extemporaneous discussions and debates
- synthesize and explain the topics and meaning(s) within texts
- make connections to prior knowledge
- present original ideas and opinions
- organize thoughts to include opinions, citations, supporting examples and explanations

#### **Unit 7 [SLO 1-6; ILG 1,4,6,8,10,11]**

*On the topics of environmental science, students will demonstrate they can, in English:*

- actively participate in extemporaneous discussions and debates
- synthesize and explain the topics and meaning(s) within texts
- make connections to prior knowledge
- present original ideas and opinions
- organize thoughts to include opinions, citations, supporting examples and explanations

#### **Evaluation of student learning:**

Homework(flipped class design): reading/written practice activities/ recorded voice activities (20% of final grade)

Required work in preparation for each class includes the reading and practice of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.

Participation during class meetings in small and large group discussion; guided dialogue (20% of final grade)

In-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in English. The language of instruction and classroom business is in the target language.

Short spoken presentations (prerecorded or during class) (20% of final grade)

Spoken communication (speaking and listening) will be assessed by at least two oral

presentations in the form of spontaneous dialogue.

Short essays (10% of final grade)

Assessment of writing skills will be evaluated by at least three in-class short essays.

Written unit tests (20% of final grade)

Students will complete a written test after each unit. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)