

**CENTRAL TEXAS COLLEGE
SYLLABUS FOR DSLA 0332
ACADEMIC LISTENING/SPEAKING III (ESL)**

**Semester Hours Credit: 3
(Not Transferable)**

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. This course is designed for speakers of languages other than English. The purpose of this course is to practice listening and speaking skills and to learn how to take notes from academic lectures, which will help you function in an English-speaking environment and in future academic courses.
- B. This course is required for non-English speakers who have a TOEFL score between 450-520 (paper-based) and 45-68 (Internet-based). This course is recommended for all non-native speakers who score low on the TSI test.
- C. Prerequisite(s): DSLA 0322, Academic Listening/Speaking II, or you MUST have a CELT Listening score above 50 to enter this course.

II. COURSE LEARNING OUTCOMES

Upon successful completion of this course, Academic Listening/Speaking III (ESL), you will be able to show confidence in expressing yourself in front of a group (F14); orally present information, ideas, and opinions in a coherent, organized fashion (C5-8, C12, F5-6, F7-16); demonstrate the basics of outlining and organizing a speech (C5-8, F2, F5-6, F7-12); demonstrate the basics of informative and persuasive speaking (C5-8, F5-6, F7-16); listen critically and objectively and process the information to answer questions on written quizzes (C5-7, F2, F5-6, F7-12); make inferences and draw conclusions about listening exercises (C5-7, C9-10, F2, F5-6, F7-12); handle objective test-taking formats (F16); demonstrate the basics of note taking (C5-7, C9-10, F2, F5-6, F7-12); utilize electronic and other media, such as DVD players, to reinforce and supplement the learning process (C8, C19), and learn how to take notes using the Cornell system of notetaking.

III. INSTRUCTIONAL MATERIALS FOR STUDENTS

The instructional materials identified for this course are viewable through

www.ctcd.edu/books

*** Students are required to bring use personal headphones in the computer lab.

IV. COURSE REQUIREMENTS

- A. Classes are 16 weeks during the fall and spring semesters and 10 weeks for the summer.
- A. Assignments are given to students by instructor daily. Hand in all assignments on time. Your teacher may reduce late assignments by one (1) letter grade for each late day.
- B. Try not to speak in your native language. Speak English as much as possible within the classroom.
- C. If the student is absent from class, it is his or her responsibility to contact his or her classmate/instructor to determine missed instruction. Each student must make appropriate arrangements to acquire assignments, announcements, lecture notes, and other pertinent information missed.
- D. If you are late for a major exam, announced quiz, or a major presentation, you will lose 10 pts. for that grade. If you are more than 15 minutes late for a test, you will not be allowed to take the exam and a make-up exam will be scheduled for you.

V. EXAMINATIONS

- A. Periodic examinations will be given during the course in order to evaluate a student's progress. There will be two major exams given: a midterm and a comprehensive final .

Failure to take the final examination for the course will result in a grade of zero (0) to be posted for that examination. Students may not "retake" any exam. No "early" finals, take-home or open-book examinations will be administered. No examination grades will be dropped.

- B. **If you miss an exam, and have an excused absence, your instructor will arrange a make-up at his/her discretion. Said make-up may involve counting the next exam as a 200 point exam.**

If you miss an exam, and do not have an excused absence then a make-up exam will be granted only at the discretion of the instructor. The make-up exam, if granted, will be given by appointment only.

- C. Cheating or any form of dishonesty will result in a zero on the exam and possible dismissal from school. Any incidents of cheating will go on your permanent school record. **All electronic devices such as cell phones and iPads must be turned off and put away out of sight while student is taking a test.**

- D. Class exams will be returned to students within three class periods after the exam is administered.
- E. The instructor may require students to use a Bluebook/Scantron for each examination. Bluebooks/Scantrons are available in the Campus Bookstore.
- F. The final exam will be given on **the last day of class**. You are required to be here at that time.

VI. SEMESTER GRADE COMPUTATIONS

To receive a passing grade of “A,” “B,” or “C” in this course, each student must complete all requirements and assignments, and earn a weighted average of 70% or above derived from the periodic/unit examinations, homework, assessments and the comprehensive final examination. The oral reports will determine 15%, quizzes and homework will determine 15%, the midterm examination will determine 30%, and the final examination will determine 40% of the final average.

Final grades will follow the grade designation for developmental courses below:

- “A” – Weighted average of 90 – 100%
- “B” - Weighted average of 80 – 90%
- “C” - Weighted average of 70 – 79%
- “D” – Weighted average of 60 – 69%
- “F” – Weighted average of 0 – 59%
- “W” - Withdrawal from course (initiated by student)

Students may receive their grades through:

The CTC WebAdvisor (Online) System allows students to obtain their grades online. Instructions for using the WebAdvisor (online) Registration/Grades by computer are listed in the schedule bulletin.

Grades will not be posted.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who must or desires to officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday for the 12th week of classes during the 16-week fall and spring semesters. The deadline for a 10 week session is Friday of 7th week.

A student who officially withdraws will be awarded the grade of “W” provided the student’s academic performance is satisfactory at the time of official

withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

If you have been placed in a DSLA course due to the CELT, TSIA, TOEFL, or other college placement tests, and you are taking other college-level courses, you will not be allowed to withdraw from the developmental course. Also, even though you may pass the TSIA or TOEFL during the semester, you must remain in the developmental course for the remaining semester. If you withdraw under these conditions, the college may totally withdraw you from the program.

- B. Cellular Phones, Beepers, and Children: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory. Children are not allowed to sit in class due to the liability issue.
- C. Americans With Disabilities Act (ADA): The Disability Support Services Program provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with federal and state laws through the DSS office.
- D. Civility: Individuals are expected to behave in the classroom with politeness, courtesy, and respect toward the instructor and other students in the room. Failure to act with civility can result in disciplinary action up to and including expulsion from CTC.
- E. Office Hours: Full-time instructors post their office hours outside their office doors. Part-time instructors may be available by appointment. Please feel free to see your instructor should you find yourself having difficulty with this course.

VIII. COURSE OUTLINE

- A. Unit One *Education*
 - 1. Learning Outcomes
Express prohibition and obligation, ask and talk about feelings and emotions, discuss advantages and disadvantages of alternative education, generate discussion using vocabulary and grammar in a communicative context with 70% accuracy. (C5-7, C9, F2, F5-6, F7-8, F10-11, F14-16) (Comprehension, Knowledge, Application, Evaluation)
 - 2. Learning Activities
 - a. Given 9 vocabulary words, students are to visually match them to pictures in lesson. (C5-7, C9, F1, F10)

- b. Listen to three different models of an interview and take notes. (F2, F5-6)
- c. Introduce simple present and present continuous tenses of verbs to describe routines and permanent situations. (C5-7, F1-2, F10-12)
- d. Listen to the conversation, "What can students do in the class?" Then practice conversation. (C5-7, C9, C14, F5-6, F14-15)
- e. Work in pairs, looking at signs and stating the rules. (C5, C9, F1-2, F10, F12-15)
- f. Exchange information about personal behavior. (C5-7, F5-6, F13-15)
- g. Working in pairs, write a paragraph about distance education. (C5 - 7, C9, C14, F1-2, F7-8)

3. Equipment and Materials

- a. *Four Corners, Book 3*
- b. Instructional CDs and DVDs (F5, F16, C19)
- c. Instructor prepared handouts
- d. Computers/Headphones

4. Lesson Outline

- a. *Four Corners, Book 3*
 - (1) Preview vocabulary
 - (2) Simple present vs present continuous in context
 - (3) Express prohibition and obligation
 - (4) Ask and talk about feelings and reactions
 - (5) Discuss advantages and disadvantages of alternative education
 - (6) Generate discussion using vocabulary and grammar in a communicative context

B. Unit Two *Style and Fashion*

1. Learning Outcomes

Students can ask about and describe past fashions, ask where something is in a store, ask for a specific product, express opinions about style and fashion, ask and talk about current fashions. (C5-7, C9, C12, C14, F1-2, F7, F10, F14) (Comprehension, Knowledge, Application, Synthesis, Evaluation)

2. Learning Activities

- a. Listen to three different models of an academic lecture and take notes. (F2, F5-6)
- b. Use vocabulary for fashion statements. (C5-7, C9, F1-2, F10)
- c. Listen to CD and pronounce *Used to and Use to*. (C5-7, F5, F14)
- d. Ask about and describe past fashion. (C5-7, F2, F6, F14-15)
- e. Role play a shopping situation, ask where things are, and ask for an alternative. (C7, C9, F6, F14-15)
- f. Listen to four customers shopping in a clothing store, and take notes. (F2, F5-6, F10, F15)

- g. Given 8 vocabulary words, practice conversation about “*people watching*” using relative clauses in context. (C5-7, C9, F1-2, F10, F12, F15)
 - h. Read and discuss an article on a fashion survey. (C5-7, F1-2, F10, F12)
 - i. Write a survey; ask and talk about current fashions. (C6-7, F2, F7, F10, F15)
3. Equipment and Materials
- a. *Four Corners, Book 3*
 - b. Instructional CDs and DVDs (F5, F16, C19)
 - c. Instructor prepared handouts
 - d. Computers/Headphones
4. Lesson Outline
- a. *Four Corners, Book 3*
 - (1) Preview of vocabulary
 - (2) Ask about and describe past fashions
 - (3) Ask where something is in a store
 - (4) Ask for a specific product
 - (5) Express opinions about style and fashion
 - (6) Talk about current fashion
 - (7) Research trendy clothes from a decade in the past
- C. Unit Three *Our World*
1. Learning Outcomes:
Students will be able to compare human-made structures, express disbelief, say they don’t know something, ask and talk about geographical features, and describe natural wonders in their country (Comprehension, Knowledge, Application, Synthesis) (C5-7, C9, C12, C14, F1-2, F7, F10, F14) (Comprehension, Knowledge, Application, Synthesis, Evaluation)
2. Learning Activities
- a. Compare human made structures. (C5-7, C14, F1, F10, F15)
 - b. Practice expressing disbelief and saying you don’t know. (C7, F6, F10, F15)
 - c. Use vocabulary for geographical features. (C5-7, C9, C14, F1-2, F6, F10, F15)
 - d. Practice a conversation about a place using superlatives with adjectives and nouns in context. (C5-7, C14, F5-6, F15)
 - e. Ask and talk about geographical features. (C5-7, C14, F1-2, F6, F10, F15)
 - f. List top seven wonders in various countries. (C5-7, C9, C14, F1-2, F6, F10, F16)
3. Equipment and Materials
- a. *Four Corners, Book 3*

- b. Instructional CDs and DVDs (F5, F16, C19)
- c. Instructor prepared handouts
- d. Computers/Headphones

4. Lesson Outline

- a. *Four Corners book 3*
 - (1) Preview of vocabulary
 - (2) Compare human-made structures
 - (3) Express disbelief
 - (4) Listening and note taking
 - (5) Ask and talk about geographical features
 - (6) Describe natural wonders in their country
 - (7) Review comparative and superlative adjectives
 - (8) Research one of the seven wonders of the modern world
 - (9) Write about one of the seven wonders of the modern world

D. Unit Four *Organizing Your Time*

1. Learning Outcomes

Students can ask and talk about weekend plans, offer to take a message, leave a message, make requests, promises, and offers, and discuss ways to manage time effectively. (C5-7, C9, C14, F10, F14-16) (Comprehension, Knowledge, Application, Synthesis, Evaluation)

2. Learning Activities

- a. Given 8 vocabulary words, students listen and match words in a column. (C5-7, F5, F10)
- b. Listen to a conversation about weekend plans. (C5-7, C9, F5-6, F15)
- c. Practice offering to take a message and leaving a message. (C5-7, C9, C14, F10, F15)
- d. Preview phrases and match pictures. (C5-7, C9, F1-2, F8-10, F15)
- e. Practice reduction of “could you” and “would you”. (C5-7, C9, C14, F1-2, F5-6, F10, F15)
- f. Make requests, promises, and offers. (F6, F10, F15)

3. Equipment and Materials

- a. *Four Corners, Book 3*
- b. Instructional CDs and DVDs (F5, F16, C19)
- c. Instructor prepared handouts
- d. Computers/Headphones

4. Lesson Outline

- a. *Four Corners, Book 3*
 - (1) Preview vocabulary
 - (2) Present tenses used for future in context
 - (3) Ask and talk about weekend plans
 - (4) Role play with phone messages
 - (5) Listen to telephone messages

- (6) Practice conversation about a favor; see use of requests, offers and promises with will in context
- (7) Create a poster “with” tips for better study habits
- (8) Discuss ways to manage time

E. Unit Five *Personalities*

1. Learning Outcomes

Students will be able to talk about personality traits, give an opinion, ask for an agreement, describe people’s personalities, and talk about their personality. (C5-7, C9, C12, C14, F1-2, F6, F10, F14) (Comprehension, Knowledge, Application, Synthesis, Evaluation)

2. Learning Activities

- a. Preview vocabulary for personality traits. (C5-7, C9, C14, F1-2, F5-6, F10, F14-15)
- b. Listen to different conversations and take notes. (F2, F5-6)
- c. Discuss personality assumptions. (C5-7, C9, C14, F1-2, F5-6, F10, F14-15)
- d. Give an opinion. (C9, C14, F10, F14-15).
- e. Practice a conversation about a problem with a friend (C5- 7, C9-10, F1, F5-6, F7-12)
- f. Discuss descriptions of zodiac signs. (C5-7, F1-2, F14-15)
- g. Listen to personality quiz. (C9, C14, F10, F14-15)
- i. Describe positive and negative personality traits. (F1-2, F5, F10, F14-15)

3. Equipment and Materials

- a. *Four Corners, Book 3*
- b. Instructional CDs and DVDs (F5, F16, C19)
- c. Instructor prepared handouts
- d. Computers/Headphones

4. Lesson Outline

- a. *Four Corners, Book 3*
 - (1) Preview of vocabulary
 - (2) Background experience
 - (3) Talk about personality traits
 - (4) Listening and note taking
 - (5) Match adjectives with sentences
 - (6) Practice adverbs modifying adjectives and verbs

F. Unit Six *The Environment*

1. Learning outcomes
Students can discuss environmental problems, give an approximate answer, avoid answering, talk about future possibilities, discuss solutions to problems, and determine what makes a product green (C5-7, C9, C12, C14, F1-2, F6, F10, F14-15) (Comprehension, Knowledge, Application, Synthesis, Evaluation)

2. Learning Activities
 - a. Preview vocabulary for environmental impact. (C5-7, C9, C14, F1-2, F5-6, F10, F14-15)
 - b. Listen to different conversations and take notes. (F2, F5-6)
 - c. Discuss environmental problems. (C5-7, C9, C14, F1-2, F5-6, F10, F14-15)
 - d. Listen to Consumer Research Survey. (C9, C14, F10, F14)
 - e. Tips to help the environment. (C5-7, C9, F1, F5-6, F7, F15)
 - f. Discuss future possibilities. (C5-7, F1-2, F14)
 - g. Write a letter about an environmental issue. (C5-7, C14, F10, F14-15)
 - i. Describe positive and negative personality traits. (F1-2, F5, F2, F7, F12, F14-15, F17)

3. Equipment and Materials
 - a. *Four Corners, Book 3*
 - b. Instructional CDs and DVDs (F5, F16, C19)
 - c. Instructor prepared handouts
 - d. Computers/Headphones

4. Lesson Outline
 - a. Idiom List and role play
 - b. *Four Corners, Book 3*
 - (1) Preview vocabulary
 - (2) Listen to conversations
 - (3) Read ads about green products
 - (4) Practice quantifiers with count nouns
 - (5) Practice quantifiers with non-count nouns
 - (6) Practice giving approximate answers
 - (7) Practice avoiding answering
 - (8) Practice conversation about public transportation

- G. Unit Seven *Relationships*
 1. Learning Outcomes
Students can discuss what's important in relationships, apologize and give excuses, accept an apology, speculate about people, give advice about relationships. (C5-7, C9, C14, F1-2, F5-6, F14-15)
(Comprehension, Knowledge, Application, Synthesis, Evaluation)

2. Learning Activities
 - a. Match words and sentences. (C5-7, C9, C14, F5-6, F14-15)
 - b. Practice expressions with infinitives. (C5-7, C9, F10, F14-15)
 - c. Role play to apologize. (C5-7, C9, C14, F5-6, F14-15)
 - d. Role play to make excuses. (C5-7, C9, C14, F5-6, F14-15)
 - e. Practice a conversation about a problem with a relationship. (C5-7, C9, C14, F5-6, F12, F14-15)
 - f. Speculate about classmates. (F5-7, F10, F14-15)
 - g. Listen to radio call-in-show. (F5-6, F10, F14-15)
 - h. Give advice on a relationship. (F6, F10, F14-15)

3. Equipment and Materials
 - a. *Four Corners, Book 3*
 - b. Instructional CDs and DVDs (F5, F16, C19)
 - c. Instructor prepared handouts
 - d. Computers/Headphones

4. Lesson Outline
 - a. *Four Corners, Book 3*
 - (1) Preview vocabulary
 - (2) Discuss what's important in relationships
 - (3) Discuss relationship tips
 - (4) Apologize and give excuses
 - (5) Accept an apology
 - (6) Speculate about people
 - (7) Give advice about relationships
 - (8) Discuss relationship problems

H.. Unit Eight *Music*

1. Learning Outcomes
Students can talk about music, give instructions for beginning, continuing, and ending, talk about things they've done recently write an online review, and talk about memorable songs. (C5-9, C14, C18, F1-2, F5-7, F10, F15)
(Comprehension, Knowledge, Application, Synthesis, Evaluation)

2. Learning Activities
 - a. Guessing game about music. (C5-7, C14, F1-2, F5-6, F15)
 - b. Talk about music. (C5-7, C9, C14, F1-2, F5-6, F10, F15)
 - c. Giving instructions. (C5-7, C9, C14, F6, F10, F15)
 - d. Practice a conversation about an upcoming performance. (C5-7, C9, F6, F10, F15)
 - e. Practice syllable stress. (F6, F10, F15)
 - f. Read and discuss a fan site. (C5-7, C9, C14, F1-2, F15)
 - g. Write an online review. (F2, F7, F10, F15)
 - h. Write about a singer. (C5-6, F2, F7, F10, F15)

3. Equipment and Materials
 - a. *Tell Me More* software
 - b. *Four Corners, Book 3*
 - c. Instructional CDs and DVDs (F5, F16, C19)
 - d. Instructor prepared handouts

4. Lesson Outline
 - a. *Four Corners, Book 3*
 - (1) Preview vocabulary
 - (2) Use compound adjectives with correct participles
 - (3) Talk about music
 - (4) Work with passive voice
 - (5) Listen to “*How things work*”
 - (6) Give instructions
 - (7) Match phrases and pictures
 - (8) Discuss a fan site
 - (9) Talk about memorable songs

I Unit Nine *On Vacation*

1 Learning Outcomes

Students will be able to discuss travel preferences, ask about preferences, remind someone of something, talk about rules and recommendations, and describe their dream trip (C5-7, C9, F1-2, F5-6, F10, F15)
(Comprehension, Knowledge, Application, Synthesis, Evaluation)

2. Learning Activities

- a. Vacation activities. (C5-7, C9, C14, F1-2, F5-6, F15)
- b. Discuss travel preferences. (C9, C14, F6, F10, F15)
- c. Role play checking into a hotel. (C5-7, C9, F1-2, F6, F10, F15)
- d. Remind someone of something. (C5-7, C9, F10, F15)
- e. Rules and recommendations. (C5-7, C9, F5-6, F10, F15)
- f. Rules of the game. (C5-7, C9, F5-6, F10)
- g. Description of a walking tour. (C5-7, F7, F10, F15)
- h. Describe dream trip. (C5-7, C9, F5-6, F10, F15)
- i. Research a sport (C5-7, C9, F2, F5-6)

3. Equipment and Materials

- a. *Four Corners, Book 3*
- b. Instructional CDs and DVDs (F5, F16, C19)
- c. Instructor prepared handouts

4. Lesson Outline

- b. *Four Corners, Book 3*

- (1) Preview vocabulary
- (2) Match phrases with pictures
- (3) Interview about vacation activities
- (4) Read about different tours
- (5) Work on gerunds
- (6) Preferences and reminders
- (7) Role play checking into a hotel
- (8) Practice conversation about a sport
- (9) Practice modals for necessity and recommendations
- (10) Practice reduction of verbs
- (11) Write a description of a walking tour