ESLN 390B: ESL - PRONUNCIATION & VOCABULARY 2

Originator
fvescial

Co-Contributor(s)

Name(s)
Vescial, Frederick
Senters, Renate

Justification / Rationale
Addition of hybrid and online teaching modality

Effective Term
Fall 2022

Credit Status
Noncredit

Subject
ESLN - ESL Noncredit

Course Number
390B

Full Course Title
ESL - Pronunciation & Vocabulary 2

Short Title
ESL-PRONOUNCE/VOCAB

Discipline

Disciplines List
English as a Second Language (ESL)

Modality
Face-to-Face
100% Online
Hybrid

Catalog Description
This noncredit course is designed to help high-intermediate to low-advanced level students to better communicate orally through practice in recognition and production of the sounds, syllables, rhythm, and intonation of Standard American English words. In addition, students will learn about word meaning and usage and receive help with common errors for conversation purposes. Emphasis is placed on developing confidence in oral production through enhanced clarity of communication as well as vocabulary acquisition.

Schedule Description
Noncredit high intermediate course focusing on Standard American English pronunciation, word stress and intonation, and vocabulary building. Students receive a Pass/No Pass grade mark. Prerequisite: ESLN 310C, or ESLN 390A, or appropriate ESLN Placement Test, or Instructor recommendation.

Non-credit Hours
144

Lecture Units
0

Lab Units
0

In-class Hours
48

Out-of-class Hours
96

Total Course Units
0

Total Semester Hours
144

Override Description
Non-Credit Course Override

Prerequisite Course(s)
ESLN 310C, or ESLN 390A, or appropriate ESLN Placement Test,
or Instructor recommendation.

Required Text and Other Instructional Materials

Resource Type
Book

Author
Dale P. and Lillian Poms

Title
Pronunciation Made Simple

Edition
2nd

City
New York, New York

Publisher
Pearson Education Inc.

Year
2004

College Level
No

Flesch-Kincaid Level
7.7

ISBN #
978-0131115965

For Text greater than five years old, list rationale:
The content of the discipline has not changed.

Class Size Maximum
30

Entrance Skills
Produce Standard American English sounds.
Correctly apply word stress and basic sentence intonation.

Requisite Course Objectives

ESLN 390A-Understand the concept of emphasizing content words
ESLN 390A-Understand syllable stress in words
ESLN 390A-Recognize and produce Standard American English individual and blended consonant and vowel sounds
ESLN 390A-Differentiate between voiced and voiceless sounds
ESLN 390A-Produce appropriate vowel length sounds
ESLN 390A-Recognize intonation patterns in words and phrases

Entrance Skills

Participate in basic conversations in routine social situations.

Requisite Course Objectives

ESLN 310C-Demonstrate comprehension of previously learned words or phrases in context
ESLN 310C-Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations about familiar topics
ESLN 310C-Demonstrate the ability to use correct American pronunciation of certain consonant sounds: [sh], [ch], [j], [v], [b], [f], [th], [y], [w], [h], and [s].
ESLN 310C-Demonstrate the ability to ask and answer elementary questions, initiate and respond to simple statements, and maintain face-to-face conversations about topics that refer to basic personal information, education, career plans, recreational activities, jobs, work ethics, community resources, cooking and restaurants, money and banking, health, automobiles, crime, life events, and civil rights
ESLN 310C-Listening:
ESLN 310C-Speaking:

Course Content

a. Correct production of consonants, vowels, blends, and diphthongs

b. Comprehension and level-appropriate use of rhythm and word stress

c. Recognition and level-appropriate production of common intonation patterns

d. Increased ability to use and pronounce new vocabulary words in expanded conversation

e. Use of effective oral delivery in short conversational dialogs and presentations

Course Objectives

	Objectives
Objective 1	Recognize and orally produce Standard American English individual and blended consonant and vowel sounds
Objective 2	Identify the difference between voiced and voiceless sounds
Objective 3	Orally produce appropriate vowel-length sounds related to voiced / voiceless consonant endings
Objective 4	Use different syllable stress in words that contain 1-5 sylables in order to demonstrate the understanding of the concept of syllable stress and how different syllable stress in words can change the meanings of those words.
Objective 5	Identify intonation patterns in words and phrases
Objective 6	Create and present short dialogs and presentations to demonstrate clarity of pronunciation

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Demonstrate the ability to distinguish between phonetically similar sounds and words.
Outcome 2	Demonstrate the ability to use and correctly pronounce learned and new vocabulary.
Outcome 3	Demonstrate the ability to correctly apply word stress, sentence rhythm and intonation of Standard American English.

Methods of Instruction

Method	**Please provide a description or examples of how each instructional method will be used in this course.**
Lecture	Instructors will lecture on how to pronounce various English sounds and other pronunciation concepts, as well as present new English vocabulary and phrases

Discussion	Instructors will provide a variety of level-appropriate activities that students will do in pairs and small groups, as well as with the whole class, in order to practice pronunciation concepts being taught in class.
Demonstration, Repetition/Practice	Instructors will model correct pronunciation of sound and other pronunciation concepts being taught. The students will repeat aloud words and sentences that incorporate the sounds and pronunciation concepts being taught.
Participation	Instructors will give students prompts to participate in pairs and groups to practice the sounds and pronunciation concepts being taught.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Mid-term and final evaluations	Evaluations measure students' ability to correctly pronounce and use a a group of sounds, words, phrases and sentences at various points of the semester, as well as at the end of the semester.	In and Out of Class
Other	Ongoing quizzes and oral presentations throughout the semester that allow students to demonstrate their ability to distinguish between phonetically similar sounds, words, as well as the ability to use and correctly pronounce already-learned and new vocabulary. In the hybrid teaching modality, students might take online tests and submit presentations. For online classes, students will take all examinations online.	In Class Only
Student participation/contribution	Students work in pairs or groups to create short dialogues and oral presentations that emphasize the correct pronunciation of sounds and other concepts learned in class.	In and Out of Class

Assignments

Other In-class Assignments

Classroom work, oral, aural and written quizzes and exams, short dialogs and oral presentations

Other Out-of-class Assignments

Complete assigned homework, create dialogs, practice correct pronunciation of individual sounds and read texts focused on sounds and objectives covered in class, listening exercises focused on sounds and objectives covered in class

Grade Methods

Pass/No Pass Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

N/A

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

Textbook-related CD is used to provide students the opportunity to listen to a model of the pronunciation of the sound,being taught at a particular point in time and, then, to practice the pronunciation of that sound. In the case of phrases or sentences, the textbook-related CD will provide the students with a model of the correct pronunciation of those phrases or sentences that students can then practice in order to try to master those pronunciation-related concepts being taught.

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
Online quizzes and examinations
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Video or audio feedback

External to Course Management System:

Direct e-mail
Synchronous audio/video

For hybrid courses:

Scheduled Face-to-Face group or individual meetings

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Students will regularly complete assignments in discussion forums and/or virtual pair or group "breakout rooms" that the instructors will frequently monitor. Students will also regularly submit speaking assignments that demonstrate their mastery of a particular pronunciation-related concept at different points of the semester. Consequently, they will receive frequent feedback from the instructor on these assignments. In addition, for a hybrid class, the class session that is held on campus will allow face-to-face communication between the students and the instructor, as well as synchronous teaching.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

For hybrid classes, face-to-face class time will allow instructors to effectively teach the pronunciation and listening skills that are part of the course content. In addition, face-to-face class time will enable students to practice these and other skills, have in-person interaction with partners, groups and the instructor. This face-to-face class time will also allow students to present dialogs in front of a live audience.

Other Information

Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.

Many of the ESLN students work full-time, and it has been difficult, if not impossible for many of them to attend a conversation class that is completely face-to-face if they also choose to take other hybrid classes, such as the ESLN comprehensive classes. A hybrid class would enable those students to take this language class more easily. This would be a good way to meet the needs of ESLN students without compromising the quality of the course.

MIS Course Data

CIP Code
32.0108 - Developmental/Remedial English.

TOP Code
493086 - English as a Second Language – Speaking/Listening

SAM Code
E - Non-Occupational

Basic Skills Status
Basic Skills

Prior College Level
Three levels below transfer

Cooperative Work Experience
Not a Coop Course

Course Classification Status
Other Non-credit Enhanced Funding

Approved Special Class

Not special class

Noncredit Category

English as a Second Language

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Not transferable

Allow Audit

No

Repeatability

Yes

Repeatability Limit

NC

Repeat Type

Noncredit

Justification

Noncredit courses are not subject to repeatability limits.

Materials Fee

No

Additional Fees?

No

Approvals

Curriculum Committee Approval Date

11/18/2021

Academic Senate Approval Date

12/09/2021

Board of Trustees Approval Date

01/21/2022

Chancellor's Office Approval Date

05/30/2016

Course Control Number

CCC000446025

Programs referencing this course

Academic English Certificate of Completion (http://catalog.collegeofthedesert.eduundefined/?key=180)