

Course Outline of Record

1. Course Code: ESLN-390B
2.
 - a. Long Course Title: ESLN - Pronunciation & Vocabulary 2
 - b. Short Course Title: ESLN-PRONOUNCE/VOCAB
3.
 - a. Catalog Course Description:
 This non-credit 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.
 - b. Class Schedule Course Description:
 Non-credit high-intermediate course focusing on Standard American English pronunciation, word stress and intonation, and vocabulary building.
 - c. Semester Cycle (if applicable): Offered fall and spring semesters
 - d. Name of Approved Program(s):
 - ACADEMIC ENGLISH Certificate of Completion
4. Total Units: 0 Total Semester Hrs: 48.00
 Lecture Units: 0 Semester Lecture Hrs: 48.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 35 Allow Audit: No
 Repeatability Repeatable 3 Times
 Justification Noncredit Course
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
 Prerequisite: ESLN 310C or
 Prerequisite: ESLN 390A or
 Prerequisite: Appropriate ESLN Placement Test
 Prerequisite: Instructor recommendation
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Dale P. and Lillian Poms (2004). Pronunciation Made Simple (2nd/e). New York, New York Pearson Education Inc..
 College Level: No
 Flesch-Kincaid reading level: 7.7
7. Entrance Skills: *Before entering the course students must be able:*
 - a.
 Produce Standard American English sounds and correct apply word stress and basic sentence intonation.
 - 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 - Understand syllable stress in words
 - ESLN 390A - Understand the concept of emphasizing content words
 - ESLN 390A - Recognize intonation patterns in words and phrases
 - b.
 Participate in basic conversations in routine social situations.

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- ESLN 310C - Listening:
- 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 - Speaking:
- 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

8. Course Content and Scope:

Lecture:

Course content is relevant to the students' lives and integrates language functions and language forms with informational sources, skills, and topics.

- Correct production of consonants, vowels, blends, and diphthongs
- Comprehension and level appropriate use of rhythm and word stress
- Recognition and level appropriate production of common intonation patterns
- Increased ability to use and pronounce new vocabulary words in expanded conversation
- Use of effective oral delivery in short conversational dialogs and presentations

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1.
Demonstrate the ability to distinguish between phonetically similar sounds and words.
2.
Demonstrate the ability to use and correctly pronounce learned and new vocabulary.
3.
Demonstrate the ability to correctly apply word stress, sentence rhythm and intonation of Standard American English.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- Recognize and produce Standard American English individual and blended consonant and vowel sounds
- Differentiate between voiced and voiceless sounds
- Produce appropriate vowel length sounds related to voiced / voiceless consonant endings
- Demonstrate understanding of syllable stress in words from 1-5 syllables and differences of meanings by different syllable stress
- Recognize intonation patterns in words and phrases
- Create and present short dialogs and presentations to demonstrate clarity of pronunciation

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- Collaborative/Team
- Demonstration, Repetition/Practice
- Discussion
- Lecture
- Participation

Other Methods:

Individual, pair, and group work, student oral presentations, CDs

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 48.00

Outside Class Hours: 0

a. In-class Assignments

Classroom work, quizzes and exams, short dialogs and presentations

b. 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

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- Mid-term and final evaluations
- Student participation/contribution
- Other

a. Quizzes b. Oral presentations c. Exams

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C3 – Arts, Humanities, and Culture

Communicate effectively in many different situations involving diverse people and viewpoints.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item

Cost Per Unit

Total Cost

19. Provide Reasons for the Substantial Modifications or New Course:

make ESLN 390B an elective course for the Academic English Certificate of Completion

20. a. Cross-Listed Course *(Enter Course Code):* N/A

b. Replacement Course *(Enter original Course Code):* N/A

21. Grading Method *(choose one):* Pass/No Pass Only

22. MIS Course Data Elements

a. Course Control Number [CB00]: CCC000446025

b. T.O.P. Code [CB03]: 493086.00 - English as a Second Langu

c. Credit Status [CB04]: N - Noncredit

d. Course Transfer Status [CB05]: C = Non-Transferable

e. Basic Skills Status [CB08]: 1B = Course is a basic skills course

f. Vocational Status [CB09]: Not Occupational

g. Course Classification [CB11]: K - Other Noncredit Enhanced Funding

h. Special Class Status [CB13]: N - Not Special

i. Course CAN Code [CB14]: N/A

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j. Course Prior to College Level [CB21]: Y = Not Applicable

k. Course Noncredit Category [CB22]: A - English As A Second Language

l. Funding Agency Category [CB23]: Y = Not Applicable

m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): N/A

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 90

Third Year: 120

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Renate Friederike Senters Origination Date 03/28/16