

M: Course Objectives / Learning Outcomes:Overall Objectives:

Extend communicative proficiency, language accuracy, and study skills for a broad range of academic purposes.

Specific Objectives:

1. Understand complex academic oral communication on sometimes unfamiliar topics to obtain detailed information, to explore academic content, and to develop critical thinking
2. Learn and utilize techniques for effective assessment of and self-reflection on performance and progress and communicate these observations comprehensibly and competently
3. Take notes for a range of academic purposes
4. Communicate proficiently in culturally-appropriate ways, on a wide range of health care topics to obtain and give detailed information, explore academic content, solve problems, and analyze issues
5. Speak comprehensibly in most context with communication rarely impeded by global errors in grammar and sentence structure
6. Research and read to prepare for, support, and extend listening and speaking skills and to expand vocabulary
7. Monitor language use and apply strategies to a specified level of accuracy in grammar, sentence structure, word choice, and pronunciation elements
8. Participate effectively in a college classroom environment

N: Course Content:Listening

To follow discussions, presentations, and lectures

1. Use pre-listening techniques to prepare for a listening task
2. Identify purpose and/or issue, overall key idea, main ideas, and key details
3. Use active listening strategies
4. Identify and use discourse and conversational markers to follow the organization of a discussion or talk
5. Follow ideas and information in both informal and formal presentations and discussions and in formal lectures
6. Identify relationship among ideas
7. Refer to pre-listening, reference, or research materials, and use context clues to determine meanings of unfamiliar words and phrases
8. Use a variety of notetaking techniques
9. Use notes to complete assignments and prepare for formal evaluations

To listen for discrete items

1. Write from dictation
2. Transcribe speech
3. Listen for and identify specific pronunciation elements (special intonation patterns, problematic sounds)

Speaking

1. To participate in discussions
 - As a participant
 - a. Listen and contribute actively
 - b. Stay on task
 - c. Use appropriate language style
 - d. Use conversational signals
 - As a leader/chair
 - a. Develop plan or agenda
 - b. Give instructions for group tasks
 - c. Assign responsibilities
 - d. Ask questions
 - e. Encourage participants
 - f. Manage turn-taking and time

- g. Paraphrase to verify and confirm meaning
 - h. Keep group on task
 - i. Mediate conflict
 - j. Facilitate consensus
 - k. Summarize discussion outcomes
2. To participate in team meetings
 - a. Analyze issues
 - b. Identify purpose
 - c. Prepare questions
 - d. Gather information
 - e. Collaborate
 - f. Take notes
 - g. Synthesize or summarize notes
 3. To analyze case studies
 - a. Define and analyze problems
 - b. Brainstorm solutions
 - c. Evaluate proposed solutions
 - d. Recommend solutions with rationale
 4. To use pronunciation elements appropriately (special intonation patterns, problematic sounds)
 5. To prepare for and deliver formal presentations
 - a. Select an appropriate topic
 - b. Assess audience, speaking situation
 - c. Develop purpose and focus
 - d. Research topic and gather material
 - e. Prepare outline
 - f. Develop introduction, body, conclusion
 - g. Integrate source material
 - h. Prepare and integrate visuals
 - i. Prepare handouts
 - j. Prepare note cards
 - k. Use effective presentation style (eye contact, body language, vocal delivery, pausing, accurate language use)
 - l. Manage time effectively
 - m. Prepare for follow-up questions and discussions

Reading and Writing

6. To prepare for, support, and extend listening and speaking activities
 - a. Follow written instructions
 - b. Recognize purpose or issue, overall key idea, main ideas, and key details
 - c. Use context to determine meanings of unfamiliar words and phrases
 - d. Use research, readings, and written materials, to support listening and speaking tasks
 - e. Write in a variety of formats including notes, outlines, questions and answers, reports, summaries, and paragraphs

Accuracy

1. For explicit instruction as necessary and evaluation
 - a. Pronunciation elements (special intonation patterns, problematic sounds)
 - b. All verb tenses and conditional forms
 - c. Articles and prepositions
 - d. Word forms and choice (nouns, adjectives, adverbs)
 - e. Verbals (infinitives, gerunds, base forms)
 - f. Reported speech
2. For self-assessment
 - a. Identify errors and develop strategies and techniques to address them
 - b. Show improvement in self-monitoring for accuracy in formal presentations and discussions

Classroom Skills

Take responsibility for the following

1. Attendance and punctuality
2. Class work and assignments
3. Participation and teamwork
4. Proper classroom etiquette

Study Skills

Learn and use the following

1. Note taking and textbook annotating techniques
2. Learning style analysis
3. Time management strategies
4. Community and college services awareness

O: Methods of Instruction:

The instructor will facilitate, observe, and evaluate students' participation in communicative activities. Whole and small group instruction will be combined with individual assistance and student-directed learning. Students will participate in the setting of goals by identifying their communicative and language development needs, and will participate in the selection of learning activities.

P: Textbooks and Materials to be Purchased by Students:

Students may be required to purchase a textbook and/or audio materials.

Q: Means of Assessment:

This is a Mastery-graded course.

1. Complete assigned skill development tasks. These should include:
 - a. Notes on discussions, reports, presentations, and lectures
 - b. Reports on outside listening and speaking tasks or projects
 - c. Presentation materials (outlines, notecards, research notes, discussion questions)
 - d. Dictations and dictocomps
 - e. Transcriptions of prepared and impromptu taped materials
 - f. Activities to address pronunciation elements
2. Identify topic, main ideas and details in conversations, presentations, discussions, and lectures
3. Participate in and lead small group and class discussions, carry out assigned role (leader/chair, notetaker, reporter, observer, monitor) and complete assigned tasks
4. Complete at least two listening and notetaking tasks or projects. These could include:
 - a. Listening to and taking notes on a 20-40 minute lecture or documentary on an academic or professional topic
 - b. Attending/taking notes on a discussion, seminar, or debate
 - c. Attending/taking notes on a college committee or student meeting
 - d. Attending/taking notes on a community meeting or local debate
 - e. Conducting a survey
5. Complete at least two listening and speaking tasks or projects. These could include:
 - a. Planning and participating in a seminar discussion, panel presentation, or teamwork session
 - b. Leading a discussion, panel presentation, or teamwork session
 - c. Surveying professionals and/or non-professionals on a health care topic
 - d. Presenting a summary of an educational DVD/video
6. Complete at least two speaking tasks or projects. These could include:
 - a. Giving an informative or persuasive impromptu speech
 - b. Providing an oral summary of a short chapter or excerpt from an academic course text, periodical, or professional journal
 - c. Explaining a concept or process from an academic course text using visuals
 - d. Describing and analyzing a health care issue
 - e. Reporting on a research project
 - f. Analyzing a case study

<ul style="list-style-type: none">g. Arguing against a proposed policy, regulation, or law7. Complete oral tasks with a specified level of delivery competence which must include appropriate eye contact, body language, and vocal delivery features such as voice quality and appropriate pausing.8. Complete oral and written tasks to a specified level of accuracy9. Complete quizzes, both skill based and content based10. Complete at least two self-assessments of learning strategies, progress, and classroom skills to be discussed with the instructor
R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR No

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar