COURSE DESCRIPTION

This three-credit hour course provides instruction in academic and professional language for non-native speakers of English. Emphasis is placed on development of integrated language use for carrying out a specific academic task. Upon completion, students should be able to demonstrate improved language skills for participation and success within the particular topic area.

REQUIRED MATERIALS

Course materials will be accessible through the learning management system, Sakai. All students should know their Durham Tech student username and password in order to access the readings, homework and online assignments. All assignments will be uploaded and posted through Sakai.

A monolingual English dictionary (book or phone/computer app) is recommended. A writing journal is required for this course.

COURSE GOALS

1. Students will be able to improve pronunciation of US English vowel sounds.
2. Students will be able to improve placement of syllable stress within words
3. Students will be able to improve placement of word stress in utterances.
4. Students will be able to improve use of intonation to indicated intended meaning.
5. Students will be able to improve ability to understand and appropriately respond to oral US English.

COURSE OBJECTIVES

Learning through course content activities will focus on the following areas:

1. Content knowledge and vocabulary
   a. MLA formatting, plagiarism, and academic integrity
   b. Student-centered learning activities and teaching methods
   c. Phonetic sounds of U.S. English
   d. News reporting
   e. ADHD
   f. Language of lying
   g. Why work doesn’t happen at work
   h. Local and state politics
   i. Venture capitalism
   j. Phrasal verbs
   k. Bravery for women
   l. Linking in English
   m. Current events
   n. Places to visit in the Triangle of North Carolina

2. Listening strategies.
   a. Guiding questions
   b. Repetition of assigned listening
   c. Note-taking while listening
   d. Summarizing assigned listening
   e. Using a transcript to assist comprehension
   f. Reflecting on individual progress
3. Phonetics
   a. International Phonetic Alphabet symbols and sounds
   b. Focal vowel sounds –
      i. long /e/, long /i/, long /o/
      ii. short vowel sounds – a, e, i, o, u
   c. Focal consonant sounds
      i. [l] and [r]
      ii. [t]
      iii. /th/
      iv. [d]
   d. Focal consonant cluster sounds
      i. [pl], [pr], [bl], [br], [fl], [fr]

4. Pronunciation strategies
   a. Minimal pairs
      i. T and TH
      ii. T and D
   b. Linking between words
      i. Linking consonant to consonant
      ii. Flap T to link words
      iii. The /th/ sound
      iv. Linking consonant to vowel
      v. Linking vowel to vowel
      vi. Linking words that begin with H
      vii. Linking F/V with the W
      viii. Pronouncing TH after N or Z
      ix. Linking K to a voiced consonant
   c. Introduction of stressed and unstressed sounds

5. Speaking strategies
   a. Grouping
   b. Pausing
   c. Introduction to intonation – statements and questions

6. Presentation skills
   a. Good v. bad presentation skills
   b. Convincing the audience
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Student Learning Outcome</th>
<th>Evaluation of Performance Type</th>
<th>Achievement Level Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge and Vocabulary</td>
<td>Demonstrate knowledge of academic vocabulary words and specific content from informational videos and articles and show ability to use them in speaking and writing.</td>
<td>In-class activities, Homework assignments, Listening Journal, Projects, Tests/Quizzes</td>
<td>80% or higher according to the assignment rubric or test score.</td>
</tr>
<tr>
<td>Reading</td>
<td>Comprehend information presented in assigned readings given a purpose for reading and guiding questions.</td>
<td>In-class activities, Homework assignments, Listening Journal, Projects, Tests/Quizzes</td>
<td>80% or higher according to the assignment rubric or test score.</td>
</tr>
<tr>
<td>Writing</td>
<td>Generate written responses and presentations to assigned prompts that adhere to Standard Academic English.</td>
<td>In-class activities, Homework assignments, Listening Journal, Projects, Tests/Quizzes</td>
<td>80% or higher according to the assignment rubric or test score.</td>
</tr>
<tr>
<td>Editing</td>
<td>Modify prepared oral presentations by use of repeated practice, peer and instructor review.</td>
<td>In-class activities, Homework assignments, Projects</td>
<td>80% or higher according to the assignment rubric.</td>
</tr>
<tr>
<td>Listening</td>
<td>Comprehend 3-15 min. of content and skills-based videos for application in presentations, discussions, and writing assignments.</td>
<td>In-class activities, Homework assignments, Listening Journal, Projects, Tests/Quizzes</td>
<td>80% or higher according to the assignment rubric or test score.</td>
</tr>
<tr>
<td>Listening</td>
<td>Listen using specific listening strategies including: guiding questions, repetition, note-taking, summarizing, using a transcript, and reflecting to improve comprehension.</td>
<td>In-class activities, Homework assignments, Listening Journal, Projects, Tests/Quizzes</td>
<td>80% or higher according to the assignment rubric or test score.</td>
</tr>
<tr>
<td>Listening</td>
<td>Begin to distinguish differences in stress, intonations, minimal pairs, and focused phonetic sounds.</td>
<td>In-class activities, Homework assignments, Listening Journal, Tests/Quizzes</td>
<td>80% or higher according to the assignment rubric or test score.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Produce differentiated long and short vowel sounds, consonant sounds, cluster sounds, and minimal pairs in spoken English tasks.</td>
<td>In-class activities, Homework assignments, Tests/Quizzes, Projects</td>
<td>80% or higher according to the assignment rubric.</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Student Learning Outcome</td>
<td>Evaluation of Performance Type</td>
<td>Achievement Level Expected</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Speaking</td>
<td>Begin to implement U.S. phonetic sounds in speaking tasks like practice activities, discussions, presentations, and interviews.</td>
<td>In-class activities, Homework assignments, Tests/Quizzes, Projects</td>
<td>80% or higher according to the assignment rubric.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Apply intonations, stressed and unstressed sounds, and linking to U.S. English.</td>
<td>In-class activities, Homework assignments, Tests/Quizzes, Projects</td>
<td>80% or higher according to the assignment rubric.</td>
</tr>
<tr>
<td>Discussion Skills</td>
<td>Participate actively in a variety of class discussions such as Harkness, Round Table, Socratic Seminar, and Fishbowl discussion methods.</td>
<td>In-class activities</td>
<td>80% or higher according to the assignment rubric.</td>
</tr>
<tr>
<td>Presentation skills</td>
<td>Produce 10-12 min. comprehensible and professional oral presentations, which adhere to Standard Academic English.</td>
<td>In-class activities, Projects</td>
<td>80% or higher according to the assignment rubric.</td>
</tr>
<tr>
<td>Rhetorical Thought Patterns</td>
<td>Reflect on listening comprehension and oral delivery in a way that identifies challenges and improvements.</td>
<td>In-class activities, Homework assignments, Listening Journal</td>
<td>80% or higher according to the assignment rubric.</td>
</tr>
<tr>
<td>Academic Success</td>
<td>Produce written work according to academic requirements for citation, documentation, and integrity.</td>
<td>In-class activities, Homework assignments, Listening Journal, Projects</td>
<td>80% or higher according to the assignment rubric.</td>
</tr>
</tbody>
</table>

**COURSE ASSESSMENTS**

**Grading Policy**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>79 or below</td>
<td>R (Repeat)</td>
</tr>
<tr>
<td>Withdrew</td>
<td>W</td>
</tr>
</tbody>
</table>

**Evaluation of Performance**

- In-class activities and homework assignments: 45%
- Listening Journal: 15%
- Project #1 Current Events: 15%
- Project #2 Discover the Triangle: 15%
- Tests/Quizzes: 10%

Students must pass all courses with an average grade of 80% or higher to be promoted to the next level.
Evaluation of Performance Descriptions

In-class activities and homework assignments (i.e. group discussions, in-class presentations) - Students are evaluated using a variety of activities conducted in-class and for homework. In group discussions, students share ideas, analyze texts, make connections, reflect on previous activities, and for active questioning and exploration of material. In short, in-class group presentations, students share connections and ideas made between audio material presented in class and for homework as well as outside research. The length of short in-class group presentations are 2-5 minutes. Students are assessed for all in-class activities and homework assignments using specified rubrics.

Listening Journal – The purpose of the listening journal is for students to discuss their listening and speaking challenges and successes as it relates to various assignments. The length of each journal entry should be 50-100 words depending on the prompt. Students should attempt to use U.S. Academic Standard English with minimal errors.

Project #1 Current Events – For this project, students work individually to research and find out about at hot topic in current events, such as during an election, a political candidate at the state or local level. The purpose of this assignment is to help students become more aware of how current events both local and worldwide affect our everyday lives, what the important issues are, and/or how the event could affect the average citizen. It also provides an opportunity for students to improve communication skills from the perspective of both listening and speaking. The final product is a 10-12 minute presentation that is similar to how a news commentator would present this information whereby informing the audience about the current event and providing an opinion of its effect on the lives of the students. This project is graded based on the rubric related to the particular assignment.

Project #2 Discover the Triangle - For this assignment, students work individually to conduct research about what the Triangle offers as it pertains to places that one could visit such as a museum, a library, a place for poetry reading, art exhibit, theatre, musical venue, volunteer opportunity, special exhibition. The first purpose of the assignment is to educate and enlighten classmates as it pertains to resources in the Triangle area to help broaden, expand, and use academic vocabulary. The second purpose is to provide an opportunity to use English with the public through interviews and visiting a specific site as well as presenting the findings to the class through a 10-12 minute presentation. This project is graded based on the rubric related to the particular assignment.

Tests/Quizzes - There are multiple short quizzes provided online and in-class. The length of time dedicated to quizzes are between 10-20 minutes. A variety of question types are used such as True/False, Multiple Choice, Fill-in-the-blank, and Matching. At mid-term there is a listening/speaking assessment where students listen to a video lecture and then take an in-class comprehension quiz and write a short reflection based on the video’s content. They also receive an individual speaking assessment where they answer to timed questions (pertaining to common knowledge) and read a short paragraph that highlights the focal sounds. At the end of term, students will listen to another video lecture and take an in-class comprehension quiz.