English for Academic Purposes
EFL 064 – Listening-Speaking IV

Course Description

This course is designed to prepare advanced-level non-native speakers of English for academic and professional speaking and listening activities. Emphasis is placed on learning and practicing strategies of effective oral expression and comprehension of spoken discourse in informal and formal settings. Upon completion, students should be able to effectively participate in activities appropriate to academic and professional settings.

Required Materials

Course materials will be accessible through the learning management system, Canvas. 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 Canvas.

A monolingual English dictionary (book or phone/computer app) is recommended.

Course Goals

1. Students will be able to improve confidence in spoken English.
2. Students will be able to improve listening comprehension skills
3. Students will be able to discriminate between social language and correct academic verbal expressions
4. Students will be able to explain and demonstrate proper protocols for academic group discussions
5. Students will be able to create academic oral presentations in a group and individually using technology (i.e. Power Point, Prezi)
6. Students will be able 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. Elements of spoken English
   d. Phonetic sounds of U.S. English
   e. Academic honesty
   f. Body language
   g. Human health
   h. Immigration topics
   i. How to give a presentation in English

2. Listening strategies.
    a. Listening for writing response
    b. Listening for summary/response
    c. Listening for question/answer format
    d. Listening for reflection
    e. Listening for group discussion

3. Phonetics
    a. International Phonetic Alphabet symbols and sounds
    b. Focal consonants
        i.   R and RL
        ii. TH
        iii. H
        iv. V

4. Pronunciation strategies
    a. Segmentals
    b. Suprasegmentals
    c. Syllable stress
    d. Word and phrasal stress

5. Speaking strategies
    a. Intonation
    b. Rhythm

6. Presentation skills
    a. Presentation skills in academic settings
    b. Body language
    c. Prezi and PowerPoint presentations

Student Learning Outcomes

By the end of the course, students will be able to:

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Content Knowledge and Vocabulary	Demonstrate knowledge of academic vocabulary words and specific content from informational videos and articles and show ability to use them in speaking and writing.	Homework/participation assignments Online Listening assignments Speaking and Listening BLOG Speaking interviews Projects	80% or higher according to the assignment rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Reading	Demonstrate comprehension of written sources by sharing reflection and incorporating in presentations.	Homework/participation assignments Online Listening assignments Speaking and Listening BLOG Speaking interviews Projects	80% or higher according to the assignment rubric.
Writing	Construct written responses and presentations to assigned prompts that adhere to Standard Academic English.	Homework/participation assignments Online Listening assignments Speaking and Listening BLOG Speaking interviews Projects	80% or higher according to the assignment rubric.
Editing	Employ editing strategies to prepared oral presentations by use of repeated practice, peer and instructor review.	Homework/participation assignments Online Listening assignments Speaking and Listening BLOG Speaking interviews Projects	80% or higher according to the assignment rubric.
Listening	Recall information from 5-30 min. of content and skills-based videos for application in presentations, discussions, and writing assignments.	Homework/participation assignments Online Listening assignments Speaking and Listening BLOG Speaking interviews Projects	80% or higher according to the assignment rubric.
Listening	Use specific listening strategies for various academic purposes including: writing a response, summary/response, question/answer format, reflection, and group discussion.	Homework/participation assignments Online Listening assignments Speaking and Listening BLOG Speaking interviews Projects	80% or higher according to the assignment rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Listening	Apply note-taking strategies while listening to informational material that is 5-30 min. long.	Homework/participation assignments Online Listening assignments Speaking and Listening BLOG Speaking interviews Projects	80% or higher according to the assignment rubric.
Listening	Distinguish differences in stress, intonations, rhythm, and focused phonetic sounds.	Homework/participation assignments Online Listening assignments Speaking and Listening BLOG Speaking interviews	80% or higher according to the assignment rubric.
Speaking	Express differentiated consonant sounds in spoken English tasks.	Homework/participation assignments Speaking and Listening BLOG Speaking interviews	80% or higher according to the assignment rubric.
Speaking	Use segmentals, suprasegmentals, syllable stress, and word and phrasal stress in spoken English tasks.	Homework/participation assignments Speaking and Listening BLOG Speaking interviews	80% or higher according to the assignment rubric.
Speaking	Express U.S. phonetic sounds in speaking tasks like practice activities, discussions, presentations, and interviews.	Homework/participation assignments Speaking and Listening BLOG Speaking interviews Projects	80% or higher according to the assignment rubric.
Speaking	Apply intonations, rhythm, and stress to U.S. English.	Homework/participation assignments Speaking and Listening BLOG Speaking interviews Projects	80% or higher according to the assignment rubric.
Discussion Skills	Employ discussion strategies for active discussions such as Harkness, Round Table, Socratic Seminar, and Fishbowl discussion methods.	In-class participation and discussion activities	80% or higher according to the assignment rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Presentation skills	Construct 12-15 min. comprehensible and professional oral presentations, which adhere to Standard Academic English.	Homework/participation assignments Speaking and Listening BLOG Speaking interviews Projects	80% or higher according to the assignment rubric.
Rhetorical Thought Patterns	Evaluate listening comprehension and oral delivery in a way that identifies challenges and improvements.	Homework/participation assignments Online Listening assignments Speaking and Listening BLOG	80% or higher according to the assignment rubric.
Academic Success	Apply MLA documentation requirements without plagiarizing.	Homework/participation assignments Online Listening assignments Speaking and Listening BLOG Projects	80% or higher according to the assignment rubric.

Attendance Policy

The EAP program has established an attendance policy that requires students to attend 85% of the scheduled synchronous class meetings. The student-centered approach to language skills development requires active participation in class; therefore, excellent attendance is mandatory. Students who miss more than 15% of the class may receive an R grade for the course, meaning they will not be able to progress to the next level and will have to repeat that course.

Course Assessments

Grading Policy

* According to the Durham Tech policy, students may not repeat a course more than three times. In the EAP program, if a student has to take the course a third time, before a student begins the course, they must meet with the director of the EAP program. During this meeting, the student will have to complete a Course Repeat Agreement form that has specific requirements to fulfill as part of the third attempt. If the student is unsuccessful in their third attempt, they will have to withdraw from the college because they will not be able to progress. If a student is attending Durham Tech on a student visa (F1), then that student will lose their visa status based on federal requirements.

90 – 100	A
80 – 89	B
79 or below	R (Repeat)*
Withdrew	W *

Evaluation of Performance

Assignments	Weight
Homework/participation assignments	25%
Online listening assignments	20%
Speaking and Listening BLOG/Language Focus	10%
Speaking Interviews	10%
Project #1 Human Health	15%
Project #2 Immigration	20%

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

Assignments Explanation

Participation activities and homework assignments (i.e. group discussions, online presentations) - Students are evaluated using a variety of activities conducted online 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, online 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 online group presentations are 3-8 minutes. Students are assessed for all participation activities and homework assignments using specified rubrics.

Speaking and Listening BLOG – Each week students make an entry in their Speaking and Listening BLOG. This entry will be a reflection on their progress with English. **Students are assessed for all blogs using specified rubrics.**

Project #1 Human Health - Students research one aspect of a topic that will be related to human health. Utilizing presentation software (PowerPoint, Prezi, Google Slides, or similar), they produce a 12-15-minute comprehensible and professional presentation applying the rules of Standard Academic English and best practices for public speaking. In this presentation, they will summarize and share new information. They will correctly apply the rules and principles of MLA formatting for incorporating and citing information. Students will be assessed using a specified project rubric.

Project #2 Immigration - Students conduct research about a topic related to immigration. Utilizing presentation software (PowerPoint, Prezi, Google Slides, or similar), they produce a 12-15-minute comprehensible and professional presentation applying the rules of Standard Academic English and best practices for public speaking. In this presentation, they will share reflection beyond mere summary offering and supporting a well-considered thesis. They will correctly apply the rules and principles of MLA formatting for incorporating and citing information. Students will be assessed using a specified project rubric.

Speaking Interviews - Students sign up to individual speaking assessments where they have to read texts focusing on the targeted sounds and respond to questions to assess their speaking ability. Students will be assessed using a specific rubric.