ESL 353: SPEECH PRONUNCIATION & LISTENING

Originator

Christen Smith

Justification / Rationale

ESL Course Cap Change Rationale - The ESL department is requesting to change all department caps from 29 to 24 to realign with English and ensure the same level of student success in meeting AB 705 requirements. Minor revision and editing completed to align overlay non-credit version of course, but no substantial academic changes made.

ESL Course Cap Change Rationale-

Since the implementation of AB 705, College of the Desert has eliminated all English and ESL (credit) placement tests and adopted an integrated English & ESL self-guided placement tool/multiple measure approach that relies on self-selection of ESL and English courses. In 2019/20, the Curriculum committee approved the English Department's reduction of course caps from 29 to 24 in an effort to promote student success in light of AB 705's impact; these changes were based on recommendations put out by the Chancellor's Office. ESL, as part of the English/ESL Department, offers a parallel instructional tract to English 1A. The ESL department is requesting to change all department caps from 29 to 24 to realign with English and ensure the same level of student success in meeting AB 705 requirements.

As part of anticipation of AB 705, ESL previously removed the lowest level of Academic Reading & Writing and Grammar. This has resulted in more under-prepared students in the remaining two levels.

Additionally, in 2019/20 with the support of ESL, the International Office was approved to accept provisional students with below COD minimum International English placement test scores; this has also resulted in an increase of under-prepared students being placed into ESL.

In 2020 in response to the pandemic and changes in student visa entrance, the International Office began promoting COD online for students still abroad. This has created a new international student living in their home country who needs a significantly higher student support by instructors. Currently 1/8-1/4 of ESL enrollment is made up of these students.

2019/2020 Success and retention scores dropped from the previous five years. ESL believes that smaller class sizes will help to improve those retention and success scores and ultimately help COD meet the requirements of increasing the number of students able to satisfy AB 705 requirements.

Resources:

Assessment and placement at California Community Colleges is changing: https://assessment.cccco.edu/

From: Laura L. Hope, Executive Vice Chancellor, Educational Services and Support

RE: Assembly Bill (AB) 705 Implementation

Assembly Member Irwin introduced AB 705, which was passed by the legislature and signed into law by Governor Brown in October of 2017. This bill is designed to accomplish several important outcomes that are paramount to the Chancellor's Vision for Success:

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year.

2. Minimize the disproportionate impact on students created through inaccurate placement processes.

3. Increase the number of students completing transfer-level English within three years.

Because strategies to achieve these outcomes must be implemented by the fall of 2019 (fall of 2020 for ESL), faculty, staff, and administrators will need to actively engage various aspects of developmental education reform: assessment and placement, curricular design, co-curricular design, and non-curricular support. Colleges should see this as an urgent call to innovate in order to serve their communities with the expectation that after two years, collected data will show improved rates of completion of transfer-level English and mathematics attainment.

Colleges must move from a system that utilizes assessment for placement schema that demand demonstration of skill to one where the assessment for placement schema is a predictor of success in a course. Research has demonstrated that indicators like overall high school GPA, individual course-taking performance, and course-taking patterns have equal or superior predictive value than the traditional assessment tests because they are a better reflection of students' capacity. High school performance metrics have been shown to be most predictive, especially when the student is within ten years of high school graduation.

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FROM: Alice Perez, Vice Chancellor, Educational Services & Support

RE: Assembly Bill 705 and 1805 Spring 2019 Guidance Language for Credit English as a Second Language AB 705 Statement on Placement: The law does not require the elimination of placement tests for ESL at this time, nor does the law disallow the use of placement tests for students. Placement tests for credit ESL are not discriminatory under AB 705 or California Education Code.

Multiple Measures: Per AB 705, "Colleges are also required to use multiple measures in determining course placement pursuant to Section 55522 of Title 5 of the California Code of Regulations" (Section 1.(a)(10)).

Accuplacer: Approval for Accuplacer for ESL will not be renewed after Spring 2020. COLLEGE OBLIGATIONS UNDER AB 1805 FOR CREDIT ESL Per AB 1805, as a condition for receiving Student Equity and Achievement Program funding, colleges are required to:

• "inform students of their rights to access transfer-level coursework and academic credit English as a Second Language (ESL) coursework" (AB 1805 Section 1.78221.5 (a) (1)

• inform students of the benefits of both English and ESL pathways "in language that easily understandable, and shall be prominently featured in the community college catalog, orientation materials, information related to students assessment on the community college's Internet Web site, and any written communication by a college counselor to a student about the student's course placement options." (AB 1805 Section 1.78221.5 (a) (2).

Summary: Institutions should-
• Create stronger connections and greater equity between credit ESL and English faculty, as well as credit ESL and non-credit ESL faculty.
• Colleges should consider implementing a guided self-placement process that determines whether a student will benefit from proceeding into transfer-level English or into credit
• ESL courses as well as a separate process that determines the most appropriate course to begin in the credit ESL sequence, and maintain a designated space where students may engage this process.
• Colleges should explore curricular revisions that integrate reading and writing, shorten longer sequences, explore transfer GE credit, and create credit certificate programs that recognize student accomplishments on their way to their final educational goal. Colleges should be proactive and anticipate options for scheduling to maximize success for students enrolled in credit ESL courses.
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Effective Term
Spring 2022

Credit Status
Noncredit

Subject
ESL - ESL Credit

Course Number
353

Full Course Title
Speech Pronunciation & Listening

Short Title
SPEECH AND LISTENING

Discipline

Disciplines List
English as a Second Language (ESL)

Modality
Face-to-Face
100% Online
Hybrid

Catalog Description
This course is designed to enable English as a Second Language (ESL) speakers to gain confidence and pronunciation accuracy in speaking. Students will practice and develop their overall English listening and speaking proficiency and focus on specific areas of pronunciation difficulty in leading group discussions and giving speeches in college and the workplace.

Schedule Description
This course is designed to enable English as a Second Language (ESL) speakers to gain confidence and pronunciation accuracy in speaking. Students will practice and develop their overall English listening and speaking proficiency and focus on specific areas of pronunciation difficulty in leading group discussions and giving speeches in college and the workplace.

Non-credit Hours
162

Lecture Units
0

Lab Units
0

In-class Hours
54

Out-of-class Hours
108

Total Course Units
0

Total Semester Hours
162

Override Description
noncredit course

Required Text and Other Instructional Materials

Resource Type
Web/Other

Open Educational Resource
Yes

Year
2020

Description
All OER original and online resources procured after completing Guided Pathways Pillar IV OER review process with other ESL courses.

Class Size Maximum
24

Course Content
1. Individual Pronunciation Accent Analysis: phonetic sounds, stress, rhythm and intonation.
2. Organizing and outlining formal speeches.
3. Presentation skills: verbal and non-verbal.
4. Confidence building techniques.
5. Intercultural issues in American communication in college and at work:
    a) verbal: tone, volume, appropriate language use, questioning, initiating and ending conversations, and utterances.
    b) non-verbal: eye-contact, facial expressions, and body language.
6. Active listening, questioning and note-taking.

Course Objectives

	Objectives
Objective 1	Exhibit consistent use of oral presentation skills.
Objective 2	Demonstrate self-confidence when speaking in front of a group.
Objective 3	Organize oral presentations.
Objective 4	Produce improved standard English diction and fluency through practice of oral presentations.
Objective 5	Demonstrate culturally appropriate oral communication skills and interpretation of American speech.
Objective 6	Employ active listening techniques.
Objective 7	Demonstrate overall oral and aural comprehension in academic and workplace situations.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Communicate orally modeling standard American diction and fluency.
Outcome 2	Actively ask and answer questions in group discussions.
Outcome 3	Produce and then present structured speeches.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Participation	Participation in partner and group activities practicing learned pronunciation concepts.
Lecture	In-class and video lectures on Speech and Pronunciation objectives.
Discussion	Discussion on current events practicing group speech concepts.
Technology-based instruction	Use of LMS for readings, quizzes, discussion, and video assignments.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Oral and practical examination	3-4 speeches produced and assessed in synchronous or asynchronous formats.	In and Out of Class
Student participation/contribution	Participation in partner and group activities.	In and Out of Class
Tests/Quizzes/Examinations	Module quizzes on pronunciation and speech concepts.	In and Out of Class
Self/peer assessment and portfolio evaluation	Peer and self- assessment of speeches.	In and Out of Class
Presentations/student demonstration observations	3-4 speeches and 1 group discussion facilitation assignment.	In and Out of Class
Other	Out-of-class hours will be accounted for electronically through the learning management system.	Out of Class Only

Assignments

Other In-class Assignments
1. Role-play scenarios: job interview, conflict resolution, and cultural differences.
2. View video lectures from range of content areas and practice listening comprehension and note-taking skills.
3. Partner practice and group practice: leading discussions and participating in discussions.
4. Peer critique of speeches.

Other Out-of-class Assignments
1. Create organized speeches.
2. LMS reading assignments.
3. Create job interview answers and practice for oral interview.
4. Take notes on assigned videos.

Grade Methods
Pass/No Pass Only

Distance Education Checklist

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

Online %
50
On-campus %
50

Instructional Materials and Resources

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:

Timely feedback and return of student work as specified in the syllabus
Discussion forums with substantive instructor participation
Regular virtual office hours
Private messages
Online quizzes and examinations
Weekly announcements

External to Course Management System:

Direct e-mail
Posted audio/video (including YouTube, 3cmediasolutions, etc.)
Synchronous audio/video
Teleconferencing
Telephone contact/voicemail

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.

Regular effective contact will be maintained by substantial student-to-student, student-to-instructor, and instructor-to-student in each weekly module:
• Providing direct instruction with opportunity for questions
• Assessing or providing feedback on a student's module assignments
• Providing information or responding to questions about the module lesson via email and office hours
• Facilitating and participating in a group discussion regarding the module lesson

Other Information

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
One level 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

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

Allow Audit

Yes

Repeatability

Yes

Repeatability Limit

NC
Repeat Type

Noncredit
Justification

Noncredit

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

Discussion of Course Cap Change English-ESL Department.docx

Approvals

Curriculum Committee Approval Date

03/08/2021

Academic Senate Approval Date

03/25/2021

Board of Trustees Approval Date

04/16/2021

Chancellor's Office Approval Date

07/13/2021

Course Control Number

CCC000580699

Programs referencing this course

Advanced Academic English as a Second Language Noncredit Certificate of Competency (http://
catalog.collegeofthedesert.eduundefined/?key=160)