

KINGSBOROUGH COMMUNITY COLLEGE

THE CITY UNIVERSITY OF NEW YORK

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DEPARTMENT OF COMMUNICATIONS & PERFORMING ARTS

SPEECH ARTS & SCIENCES

THEATRE ARTS

RADIO MANAGEMENT & TECHNOLOGY

FILM STUDIES

MUSIC & MUSIC TECHNOLOGY

TELEVISION

SYLLABUS

Course Title: Communication Skills for ESL Students

Number: SPE 28

Credits/Hours: 3 credits/3 hours

Description: This course is designed to develop the fluency of ESL students. Some basic components of the class include: conversational fluency, pronunciation, dictionary skills, and listening and note-taking skills. The conversational fluency piece of the course involves group work and informal presentations; the pronunciation aspect focuses on word-level stress. This course emphasizes dictionary skills, such as choosing appropriate definitions and finding idioms, as well as generally building students' vocabulary. Basic elements of note-taking skills and styles are introduced. The course is intended to give students speaking and listening academic skills that will help them succeed in college courses and their careers.

Textbooks: *Longman Advanced American Dictionary w/cd*
Longman Publishers
Grant, Linda . (2009) *Well Said* 3rd ed. Heinle/Cengage Publishing

Prerequisite(s): None

Majors: No

Selected Students: Open to all ESL students

Rationale: A critical part of learning a second language is being able to communicate and comprehend the language. This course focuses on the aural/oral use of English. Students need to be able to use the language orally as they enter the job force, become involved in their community, and interact with native speakers of English. Through the development of vocabulary, pronunciation, conversational fluency, and note-taking skills, students will become better able to communicate comfortably using English.

Course Objectives:

1. To speak English fluently
2. To produce correct stress patterns in multi-syllabic words, as well as appropriate stress and intonation in sentences, phrases and extended discourse
3. To understand and speak with blending and contractions
4. To comprehend and use an expanded lexicon, including idioms, within the context of complex sentence structure and in extended formal and informal discourse
5. To be able to use the dictionary competently
6. To take organized notes of lectures
7. To improve basic grammar use

Methods of Teaching Course:

Lectures about course content; pre-recorded lectures and interviews for students to take notes on; demonstrations; class discussions; dictionary exercises; pronunciation, vocabulary, and grammar drills; audio/visual materials; role plays and informal student presentations

Assignments for Students:

Compilation of a notebook containing new vocabulary and/or lists of words with targeted phonemes

Finding the appropriate definition of words based on their context, as well as other information about the words, such as the primary stressed syllable and possible synonyms

Using authentic literature, such as newspapers, magazines, or short stories, for oral reading, listening, and discussion exercises

Comprehension of extended discourse in class, including recorded lectures and video/radio/television/internet-based materials, as demonstrated through written notes, summaries, analyses, and critiques

Informal presentations, debates, and role plays

Method of Evaluation:

Written assignments, including notes and summaries

Oral and written drills and exercises

Quizzes

A mid-term examination (oral and written)

A final examination (oral and written)

Topical Course Outline:

- I. Introduction of course content, including the dictionary and relevant pronunciation terms
[In class formal written exams]
- II. Oral evaluations of extended discourse by students to ascertain the specific needs of each student.
[In class assessment based on oral reading or an interview]
- III. Dictionary usage
[Vocabulary notebook; written assignments; in class formal written exams]
 - a. Pronunciation (may include IPA symbols and stress marking)
 - b. Definitions
 - c. Grammar
 - d. Idioms
- IV. Lexicon
[Vocabulary notebook; written notes and summaries; in class written exams]
 - a. Unfamiliar and advanced vocabulary which occur in recorded lectures or class material
 - b. Idioms
- V. Conversational fluency
[In class presentations, role plays, debates]
 - a. Suprasegmentals: blending, contractions, interjections, fast speech
 - b. Formal and informal discourse
- VI. Pronunciation
[In class presentations, oral readings, role plays; taped oral readings; in class formal written and/or oral exams]
 - a. Review the articulation of vowels and consonants as needed (based on oral evaluations); IPA symbols may also be covered
 - b. Syllabification

- c. Word-level stress
 - d. Full vs. reduced vowels
- VII. Note-taking
[Notes on the content of recorded lectures or other material]
- a. Basic note-taking styles
 - b. Note-taking techniques, including use of indenting, abbreviations, and telegraphic language
- VIII. Grammar
[Written exercises and assignments; in class formal written exams]
- a. Tense and subject-verb agreement
 - b. Plurals and articles
 - c. Infinitives and gerunds
 - d. Question formation

Bibliography:

- Ammer, C. (1997). *The American Heritage Dictionary of Idioms*. Boston, MA: Houghton Mifflin.
- Dauer, R. M. (1993). *Accurate English: A Complete Course in Pronunciation*. Prentice Hall Regents.
- Gilbert, J. (2004). *Clear Speech, 3rd Ed*. New York: Cambridge University Press.
- Raimes, A. (2004). *Grammar Troublespots: A Guide for Student Writers*. New York: Cambridge University Press.
- VanPatten, B. (2003). *From Input to Output: A Teacher's Guide to Second Language Acquisition*. McGraw-Hill.
- Wolvin, A., & C. Coakly, (1996). *Listening, 5th ed*. Brown & Benchmark.