



ESL-034 0513 Advanced Oral Skills

PICTURED ABOVE: SPRING 2011 ESL 034 GROUP ORAL PRESENTATIONS

SPEAKING, LISTENING, & THINKING SKILLS AND
STRATEGIES FOR ACADEMIC AND PROFESSIONAL
SUCCESS

Welcome to ESL 034

I am your instructor, Dr. Paula Gunder, and I am here to help you succeed.

Course Description

This is the **second** of a two-semester **upper-level** oral communication sequence that will focus on developing my listening, speaking, critical and creative thinking skills, sensitivities and inclinations. In this **advanced** level course, I will apply and build on the skills that I have learned in other oral communication courses and in my life experiences.

As I practice and build my abilities in real-world discussions, presentations, interactions, listening events, and debates, I will build my confidence to effectively exchange ideas, solve problems, inform, persuade, listen to learn, organize ideas, and ask and answer questions in both formal and informal settings.

Course Opportunities

This course offers me a chance to focus on recognizing what I already do well, what communication strategies support me in meeting my communication purposes and goals, and what else I can and should do to empower myself to communicate clearly, precisely, and as passionately or objectively as the situation demands.

Throughout the course, I will also have the opportunity to work on my pronunciation as well as my listening skills via in-class activities and out-of-class challenges.

I am going to set personal communication and learning goals to help me stay focused and engaged.

I am proud of myself for making it to this advanced level, and I am ready to have a wonderful semester!

COURSE INFORMATION

Instructor: Dr. Paula A. Gunder

Classroom: CC2-223

Class Days/Times: TTh 11:00-12:50

Office Hours: MW 11-12:30 TTh 1-2

Email: pgunder@losmedanos.edu

Office Phone: 925-473-7882

Office Location: CC2-211D

SUCCESS STRATEGY

I will make it a point to go see Dr. Paula during her office hours!! She believes in me!

Books and Materials

1. *Speech Communication Made Simple*, 4th ed., by Paulette Dale & James C. Wolf (ISBN: 978-0-13-286169-4)
2. Pencils, pens, highlighters, and erasers
3. College-ruled notebook paper
4. A three-ring binder/folder –with pockets and dividers
5. Headphones and jump drive
6. English-English dictionary

BE PREPARED: Buy my books & stuff ASAP!

Course Student Learning Outcomes

This Level 4 *Advanced Oral Skills* course is designed to help non-native English speaking students in the following ways:




1. Communicate information, ideas, and analyses effectively in a wide range of social, professional, and academic situations and complicated tasks using connected speech, native speaker shades of meaning, concrete and abstract vocabulary, basic and complex grammar structures, and appropriate communication strategies.
2. Be understood, with occasional pronunciation-related errors, in speech that is smooth and fluent and demonstrates understanding and control over basic stress and intonation patterns as they relate to various oral communication situations and contexts.
3. Listen and take accurate notes to comprehend essential message and supporting details, synthesize information, and make inferences of lengthy, extended, authentic discourse that is conceptually and linguistically complex.
4. Give speeches (5-10 minutes) and participate in classroom role plays, interviews, simulations and debates (20-35 minutes) on complex topics using high level functional language and, at times, incorporating research and/or secondary sources to support opinions and in-depth analysis.

A COURSE REMINDER

Classroom activities will include individual, pair and group tasks **IN ENGLISH**. I want to support my growing bi-lingual abilities, and I know that sometimes I may need to use my first language to gain understanding and clarification, which is good and important; however, before simply choosing to use my first language, I will help my second language development most by trying to communicate **IN ENGLISH** first, and using the communication strategies I know and those that I am learning in this class and others. My daily grade will reflect my efforts to this commitment.

I know CAN and WILL do it!!

"Do. Or do not. There is no 'try'" (Master Yoda )



Class Policies

All of these guidelines are in place to help everyone in our class have the best experience possible and succeed!

Come to class: Attending class is *the* way to succeed in this course. I will do my best to not miss class and always come prepared to participate in every class meeting! If I must miss class, I will contact another student to find out what I've missed. I will make sure that I come to Dr. Paula's office hours to ask questions and get missed information and assignments. I will be responsible for myself and my own learning.

- ✓ **Come to class on time:** We all have busy lives and hectic schedules, but I know that we must make coming to class on time a priority. Coming in late can be disruptive to Dr. Paula's teaching & other's learning. However, even if I'm late, I will come to class and join in with respect and patience.
- ✓ **Get the most out of in-class work:** We will do *a LOT* of interactive learning in class, and I will have lots of chances to participate and improve my English skills and confidence level, so I will make the most of it. I will pay attention, follow all instructions, ASK and answer questions, practice the skills and strategies, and listen and read with care.
- ✓ **Do my homework:** Homework is not a punishment; it is a chance for me to take the time I need to work through an assignment and see how much I understand. If I need help, I will work with an **ESL Tutor** or a classmate, come to Dr. Paula's office hours, ask what I can do in the **ESL Lab** or online, or go to the **Center for Academic Support**.
- ✓ **Be honest:** I know Dr. Paula wants to see *my* work, and what *I* can do, so I will not cheat or plagiarize. I will have faith in my ability and challenge myself to do my own work and take pride in my growing language proficiency.
- ✓ **Show respect:** I understand that all students shall conduct themselves according to the **LMC Student Code of Conduct** -<http://www.losmedanos.edu/student-services/PDFs/studentCC.PDF>. I will not disrupt the class with side conversations, rude behavior, texting /emailing. I know students who behave inappropriately will be asked to leave

EVALUATION



In-Class Interaction = 20%
Opportunities



Out-of-Class = 20%
Communication
Experiences



Speeches, Discussions = 35%
& Other Communication
Exchanges



Final Communication
Effort = 25%

GRADING

I made exceptional advancement.....	A	100-90
I made very good progression.....	B	89-80
I made successful development.....	C	79-70
I need to make more improvement next time.....	D	69-60
I did not make successful progress, yet.....	F	59-0



SUCCESS STRATEGY

I will make it a point to keep track of my own progress and my own grades for each of the above items throughout the semester. I will ask Dr. Paula to help me! Also, I will help myself to do this by keeping all of our in-class activities, my class and group notes, my planning and organizing materials, my homework, my vocabulary logs, my course readings and handouts, and our *HoM*, learning & thinking tools, organized & accessible in my portfolio.



Weekly Schedule

This is our plan for the semester. It may change. I know I must PAY ATTENTION so that I catch any updates and announcements. I understand we will use the 5-6 most important chapters in our textbook, and Dr. Paula has a systematic approach to engaging my interest and developing my skills.

Wk	Date	Chapter	What did we do / what was assigned? What do I need to work on?	Did I do it? (yes or no) How did I do? (grade or amount/level of engagement)
1	T 1/26 Th 1/28	Course Overview Chapter 1: Developing Your Confidence	In-Class: Homework: In-Class: Homework: Goals:	
2	T 2/2 Th 2/4		In-Class: Homework: In-Class: Homework: Goals:	
3	T 2/9 Th 2/11	Chapter 2: Delivering Your Message	In-Class: Homework: In-Class: Homework:	

			Test and Goals:	
4	T 2/16		In-Class:	
	Th 2/18		Homework:	
			In-Class:	
			Homework:	
			Goals:	
5	T 2/23	Chapter 6: Understanding Interpersonal Communication	In-Class:	
	Th 2/25		Homework:	
			In-Class:	
			Homework:	
			Goals:	
6	T 3/1		In-Class:	
	Th 3/3		Homework:	
			In-Class:	
			Homework:	
			Test and Goals:	
7	T 3/8	Chapter 7: Listen to Learn	In-Class:	
			Homework:	

	Th 3/10		In-Class: Homework: Goals:	
8	T 3/15 Th 3/17		In-Class: Homework: In-Class: Homework: Goals:	
9	T 3/22 Th 3/24	SPRING BREAK NO SCHOOL		
10	T 3/29 Th 3/31	Chapter 3: Putting Your Speech Together	In-Class: Homework: In-Class: Homework: Goals:	
11	T 4/5 Th 4/7	Chapter 4: Powerful Presentation Aids	In-Class: Homework: In-Class: Homework:	

			Test and Goals:	
12	T 4/12 Th 4/14	Chapter 9: Speaking to Persuade	In-Class: Homework: In-Class: Homework: Goals:	
13	T 4/19 Th 4 /21		In-Class: Homework: In-Class: Homework: Goals:	
14	T 4/26 Th 4/28	Chapter 8: Problem Solving Group Discussion	In-Class: Homework: In-Class: Homework: Goals:	
15	T 5/3		In-Class: Homework:	

	Th 5/5		In-Class: Homework: Test and Goals:	
16	T 5/10 Th 5/12	Chapter 10: Dare to Debate	In-Class: Homework: In-Class: Homework: Goals:	
17	T 5/17 Th 5/19		In-Class: Homework: In-Class: Homework: Goals:	
18	Th 5/26	FINAL EXAM 10:00-12:00		

Online Broadcasts and Podcasts to listen to, learn from, explore and simply enjoy:

1. Radio Lab - <http://www.radiolab.org/>
2. This American Life - <http://www.wnyc.org/shows/american-life/>
3. Serial - <http://www.wnyc.org/shows/serial/>
4. Public Radio International: All Podcasts - <http://www.pri.org/podcasts-program>
5. WNYC: Shows - <http://www.wnyc.org/shows/>