

# ESL M940: ESL ACADEMIC ORAL COMMUNICATION

**Originator**

dguevara

**Co-Contributor(s)**
**Name(s)**

Sims, Sydney (ssims)

**College**

Moorpark College

**Attach Support Documentation (as needed)**

AB705 Initial Guidance for ESL.pdf

**Discipline (CB01A)**

ESL - English as a Second Language (ESL)

**Course Number (CB01B)**

M940

**Course Title (CB02)**

ESL Academic Oral Communication

**Banner/Short Title**

ESL Academic Oral Comm.

**Credit Type**

Noncredit

**Start Term**

Fall 2023

**Catalog Course Description**

Prepares students to be effective oral communicators in a public speaking context through instruction in communication theory, organization patterns, and research techniques. Emphasizes training in academic listening skills, rhetorical strategies, and the ability to present original subject matter.

**Taxonomy of Programs (TOP) Code (CB03)**

4930.86 - English as a Second Language–Speaking/Listening

**Course Credit Status (CB04)**

N (Noncredit)

**Course Transfer Status (CB05) (select one only)**

C (Not transferable)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

L - Non-Enhanced Funding

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

A - English as a Second Language (ESL)

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

2 - Not Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

presentations made on campus, lectures organized by other faculty at Moorpark College

**Grading method**

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

Yes

**Number of times a student may enroll in this course**

Unlimited

**Maximum units a student may earn in this course**

0

**Units and Hours**

**Carnegie Unit Override**

No

**Total in-Class (full semester or term)**

**Total Minimum Contact/In-Class Hours (for full semester or term; not weekly)**

210

**Total Maximum Contact/In-Class Hours (for full semester or term; not weekly)**

210

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

210

**Total Maximum Student Learning Hours**

210

**Advisories on Recommended Preparation**

ESL M12 or placement as determined by the college's multiple measures assessment process

**Requisite Justification**

**Requisite Type**

Prerequisite

**Requisite**

Placement as determined by the college's multiple measures assessment process.

**Requisite Description**

Other (specify)

**Specify Other Requisite Description**

Students need to have some level of listening and speaking knowledge to be successful in the course.

**Level of Scrutiny/Justification**

Required communication/computation skill

**Requisite Type**

Recommended Preparation

**Requisite**

ESL M12

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- 1 compose and present an appropriately organized speech that effectively integrates credible evidence to support claims made.
- 2 identify and evaluate the critical elements of the communication process when critiquing speeches.

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- 1 research, develop, organize, and deliver at least six effective extemporaneous public speeches to a face-to-face audience of peers & evaluating faculty.
- 2 integrate and cite sources appropriately and in adherence to MLA conventions.
- 3 employ the following communication skills: thinking critically about and discussing a topic, comparing information from different sources, and including cultural perspective.
- 4 collaborate effectively in groups, employing typical U.S. conversational strategies for verbal and non-verbal communication, equal participation, turn taking, and active listening.
- 5 evaluate own and other's presentations, and provide substantive, constructive feedback.
- 6 analyze elements of public speeches, including content, structure, rhetorical strategies, types of appeals, and nonverbal communication.
- 7 deliver speeches that are logically sound and effectively implement rhetorical principles.
- 8 develop and utilize multimedia effectively and professionally to enhance communication.

## Course Content

### Lecture/Course Content

#### I. Communication Theories 15%

1. Ethics, diversity, and cross-cultural communication
2. Aristotelian model of communication
  - a. speaker
  - b. speech
  - c. occasion
  - d. audience
  - e. effect
3. Five canons of rhetoric to develop effective speeches
  - a. Invention
  - b. Arrangement
  - c. Style
  - d. Memory
  - e. delivery
4. Use of rhetorical appeals
  - a. Pathos
  - b. Logos
  - c. Ethos
5. Avoiding logical fallacies
6. Toulmin argument model for delivering persuasive speeches
  - a. Claim
  - b. Grounds
  - c. Warrant
  - d. Backing
  - e. Modality
  - f. rebuttal

#### II. Interpersonal communication 20%

1. Components of communication
  - a. Sender
  - b. Message
  - c. Receiver
  - d. Feedback
  - e. Noise
2. Role of communication in US society
  - a. Role of individual relationships
  - b. Role in school
  - c. Role in workplace
  - d. Role in public decision-making
3. Importance of active listening
  - a. Active vs. passive listening
  - b. Skills to improve active listening
4. Barriers to communication
  - a. Lack of knowledge
  - b. Ethnocentrism
5. Academic interactions
  - a. Expressing opinions
  - b. Expressing agreement and disagreement
  - c. Clarifying content
  - d. Providing supporting evidence for claims

#### III. Listening Comprehension 10%

1. Content comprehension
  - a. Main ideas
  - b. Direct main ideas
  - c. Implied main ideas
  - d. Organizational patterns of speeches and presentations

2. Note-taking at an advanced level
  - a. Identifying main ideas
  - b. Use of abbreviations, symbols, and personalized shorthand
3. Listen to and evaluate speeches
  - a. Self-evaluation appropriate within an American academic context
  - b. Evaluate peers' speeches based on delivery, content, use of visual aids, organization, and gestures
4. Engaging with a speaker
  - a. Asking for clarification
  - b. Expressing agreement or disagreement with specific points made in a presentation

#### IV. Public Speaking 45%

1. Deliver at least six (6) face-to-face faculty supervised, faculty evaluated presentations in class, with the entire class as an audience, for a total of at least 20 minutes
2. Speech Delivery
  - a. Extemporaneous method
  - b. Audience eye-contact
  - c. Gesture
  - d. Vocal inflection
  - e. Pronunciation
  - f. Enunciation
  - g. Volume
  - h. Visual aids
3. Research and evidence evaluation
  - a. academic journals and publications vs. popular media
  - b. basic criteria for evaluating sources: relevance to writing task, expertise of author, date of publication, prestige of source
4. Summarizing, paraphrasing, quoting, and citing relevant information accurately and without plagiarizing sources
  - a. explicitly linking source material to the argumentative proposition
  - b. introducing source material and using attribution phrases effectively
  - c. identifying the expertise of sources
5. Organization and coherence
  - a. chronological
  - b. spatial
  - c. topical orders
  - d. problem-solution
  - e. casual relationships
  - f. argumentative/persuasive
  - g. expository
6. Delivery skills
  - a. sincerity
  - b. eye contact
  - c. expressive gestures
  - d. meaningful vocal variety
7. Effective use of visual and auditory aids while delivering speeches
  - a. explanation of visual literacy
  - b. outlining of visual message systems
  - c. the impact of visual message systems on listening and retention
  - d. tools for visual messages
8. Practice in special pronunciation problems common to most language groups:
  - a. final /s/
  - b. /b/ vs. /v/
  - c. regular past tense endings: /t/, /d/, /ed/
  - d. vowel lengthening
9. Vocabulary techniques to
  - a. attack new words in context
  - b. understand idiomatic expressions associated with specific topics of conversation related to
    - i. academics
    - ii. everyday topics
    - iii. politics
    - iv. social networking
    - v. work and careers

- vi. controversial social issues
- vii. relationships

**V. Culture 10%**

1. Common characteristics of U.S. communication styles
  - a. Collectivism vs. individualism
  - b. High context vs. low context
  - c. Masculine and feminine values
  - d. Uncertainty avoidance
  - e. Power distances
2. Common Characteristics of U.S. language use
  - a. U.S. Idioms
  - b. U.S. Dialects
3. Common Characteristics of U.S levels of participation
  - a. Expectations of participation
  - b. Consequences of participation vs. non-participation
4. Common Characteristics of U.S. non-verbal communication
  - a. Characteristics of oral communication
    - i. Vocalics
    - ii. Enunciation/Articulation
    - iii. Pronunciation
5. Characteristics of general non-verbal communication
  - a. Proxemics
  - b. Haptics
  - c. Oculesics
  - d. Kinesics
  - e. Chronemics

**Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

- Group projects
- Individual projects
- Monologues
- Oral analysis/critiques
- Oral presentations
- Quizzes
- Written compositions
- Written homework

**Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

- Class activities
- Class discussions
- Collaborative group work
- Demonstrations
- Dialog
- Distance Education
- Group discussions
- Modeling
- Oral Drills
- Role-playing
- Small group activities

**Describe specific examples of the methods the instructor will use:**

1. Instructor-led demonstrations on organizing information for effective public presentation.
2. Collaborative group practice for speech presentations.
3. Role-playing for different scenarios such as job interviews.

4. Class discussions on given topics as prompts for speeches and group work.
5. Demonstration speeches explaining the steps or process in sequence.
6. Guest speakers - to demonstrate speeches and practice with Q&A follow-up.

## Representative Course Assignments

### Writing Assignments

1. prepare outlines and flashcards to prepare for oral presentations.
2. write critiques on oral presentations delivered in class.
3. write responses to readings covered in the textbook and class discussions.

### Critical Thinking Assignments

1. evaluate pros and cons and fact versus opinion in readings and class presentations.
2. integrate supporting evidence from research to strengthen arguments made in oral presentations.

### Reading Assignments

1. complete outside readings from reputable online sources as preparation for class and panel discussions.
2. read textbook chapters on topics related to the work place, school, health and wellness.

## Outside Assignments

### Representative Outside Assignments

1. Outside readings including online databases such as CQ Researcher, and ProQuest, and other library reference materials
2. Readings from periodicals for discussions on current events for participation on panel discussions and class debates
3. Outlining and summarizing articles
4. Outlining speeches
5. Written speeches with documentation
6. Written responses to textbook readings and discussions

## Textbooks and Lab Manuals

### Resource Type

Textbook

### Classic Textbook

No

### Description

Cavage, Christina. *University Success Oral Communication, Transition Level, with MyEnglishLab*. Pearson, 2016.

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### Resource Type

Textbook

### Classic Textbook

No

### Description

O'Hair, Dan, Rob Stewart, and Hannah Rubenstein. *A Speaker's Guidebook: Text and Reference*. 8th ed., Bedford-St. Martin's, 2021.

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### Resource Type

Textbook

### Classic Textbook

No

### Description

Gamble, Teri Kwal and Michael W. Gamble. *The Public Speaking Playbook*. 3rd ed., SAGE Publications, 2020.

## Library Resources

### Assignments requiring library resources

Library orientation which will explain how to locate reputable online sources for use in speeches and presentations.  
Research using the library's print and online resources to integrate credible evidence in speeches and presentations.

### Example of Assignments Requiring Library Resources

Conduct research at the library to locate readings from periodicals for discussions on current events for class discussions and speeches.

locate reputable online sources and integrate evidence in speeches and presentations.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Post student writing in an online workshop. Students critique the writing.
Video Conferencing	Instructor will hold regularly-scheduled online office hours.
Other DE (e.g., recorded lectures)	Recorded lectures on the elements of grammar, writing, reading and listening.
E-mail	Individual interaction between instructor and student.
Synchronous Dialog (e.g., online chat)	Instant messaging.

### Primary Minimum Qualification

ESL

## Review and Approval Dates

### Department Chair

11/17/2022

### Dean

11/17/2022

### Technical Review

01/19/2023

**Curriculum Committee**

2/7/2023

**DTRW-I**

2/9/2023

**Curriculum Committee**

MM/DD/YYYY

**Board**

03/17/2023

**CCCCO**

MM/DD/YYYY

**DOE/accreditation approval date**

MM/DD/YYYY