I. Objectives of this Course:
EF05 is the first of two courses designed to develop the oral / aural communication skills of intermediate to advanced ESL students preparing for academic success in college degree programs. Students will also learn note-taking skills necessary for those classes. Following completion of chapter assignments, classroom instruction, and individual activities, students will demonstrate improvement in the following areas:

A: Speech Production:
1. Demonstrate improvement in spoken American English pronunciation (sounds, rhythm, stress, intonation, reductions, fluency).
2. Participate more self-confidently in academic conversations and small group discussions.
3. Plan, organize, and deliver effective presentations by following clear, specific guidelines.
4. Use the phonetic key in a dictionary for independent pronunciation confirmation.
5. Integrate notes from lectures and readings into an impromptu spoken response.

B. Aural Comprehension:
1. Show improvement in comprehension and transcription of spoken American English (syllables, final sounds, vocabulary expansion).
2. Show improvement in comprehension and production of non-verbal communication in English (body language, eye contact, turn taking, behavioral appropriateness).
3. Take notes on class presentations and summarize their contents.
4. Paraphrase basic information or opinions listened to.
5. Develop analytic listening skills (distinguishing main and supporting ideas; identifying the speaker’s purpose, point of view and tone; recognizing fact versus opinion; listening objectively and critically).

C. Study Skills:
1. Assess his/her own progress to identify areas in need of help or extra practice in the Skills Center.
2. Learning to stay focused in class.
3. Learning note-taking abbreviations and skills.
4. Learn and use academic vocabulary and idioms in presentations.
5. Recognize and use reputable sources of information, including Internet websites, without plagiarizing them.
6. Strengthen critical thinking skills by brainstorming, supporting opinions, considering values, making decisions, solving problems, and analyzing issues.
7. Learning to use different types of visual aids in presentations.

II. Procedures for Accomplishing These Objectives:
1. Pair, small and large group work,
2. Pronunciation practice activities in class, at home, and in the Skills Center, including contrastive analysis with the student’s native language.
3. Aural comprehension practice activities in class, at home, and in the Skills Center, including dictations, oral summaries, and note-taking.
4. Training in preparation for an informational and a persuasive speech.
5. Class presentations with effective visuals.
6. Participation in planned group discussions/negotiations.
7. A notebook to facilitate self-evaluations, class evaluations, and vocabulary expansion.
8. Recorded academic lectures for note-taking.
9. 14 hours of Skills Center assignments with individualized tasks on audio tapes and software must be completed. 7 hours must be completed by mid-semester 10/24/07.

III. Passing Criteria for "S"- "Satisfactory": an average of 75% from
1. Attendance, class preparation and participation 20%
2. Quizzes 10%
3. Skills Center Completion 10%
4. Class Presentations 60%

IV. Grading: S = Satisfactory R= Repeat
             U = Unsatisfactory W = Withdrawal

V. Attendance: STUDENTS ARE EXPECTED TO ATTEND, BE PREPARED FOR, AND PARTICIPATE IN EVERY CLASS. More than one unexcused absence will result in withdrawal from this course. 3 "lates" = one absence.

VI. Class Preparation:
Students must bring their textbooks and materials to each class. Materials include 5" X 8" note cards and a notebook. Homework is due on the class meeting date that follows the assignment, unless otherwise scheduled. Points will be taken off for a late assignment.

VII. Required Texts:

Developing Self-Confidence: SC Chapter 1;
Clear Listening Test; Syllables
Prepare and give a 3-4 minute Impromptu Personal Experience speech
Laboratory orientation.

**Homework:** record Clear Speaking Test;
Prepare a 3-4 minute Self-introduction speech (see pp. 4-9 & 248)

Memorize: How do you spell “ease”?

- How do you spell “easy”?
- What does “easy” mean?
- “Easy” means “not hard”.

09/12/07 No class

09/19/07 Syllable quiz
Self-introduction speeches; Impromptu Specific fear speeches.
Vowels and vowel rules (vowel chart); Spelling/pronunciation rules (1 & 2 vowels)

**Homework:** prepare a 3-4 minute Meaningful Object Speech

Memorize: Did you say “hope” or “hop”?

- I said “hope”. H –O- P- E.

09/26/07 Vowel quiz.
Meaningful Object speeches. Impromptu Personal opinion speeches.
Word stress and vowel length: rule 1; one & two vowel-l rule with multi-syllable words

**Homework:** Memorize: Excuse me. Where’s the bank?

- It’s on the corner of Oater Road and Selling Street.
Read pp. 25—39.

10/03/07 Word stress and vowel length quiz
Word stress and vowel clarity rules; linking vowels
Delivering your message: body language; using note cards; eliminating bad vocal habits.

**Homework:** Memorize: What are you studying”

Econometrics.
Intonation practice: pp. 40-41
Read pp. 42-60; do exercises 1-4, pp. 49-52 and Ex. 1, pp. 56-57

10/10/07
Word stress and vowel clarity quiz
Learning how to put a speech together; analyzing the class as audience

**Homework:** Memorize: Do they suspect him?

Yes. He’s a suspect.
Read pp. 65-87. Do exercises pp. 68-69 & 76-77
Pick 5 topics for an informative speech
Practice pronunciation: p. 88 and pp. 117-118.

10/17/07
Word stress patterns quiz
Sentence focus: emphasizing content words
Work on choosing the best topic for your informative speech

**Homework:** prepare a 4-5 minute informative speech, based on worksheet, pp. 86-87 and Evaluation Sheet, p. 252.

Memorize: You look confused!

That’s because I lost my glasses.

10/24/07
Content word stress quiz
Sentence focus: de-emphasizing structure words
Informative speeches

**Homework:** Practice saying this limerick:

A Train Ride
A singer once went to Vancouver,
Thinking the trip would improve her.
But the trip was so long,
And her voice grew so strong,
In Toronto they had to remove her.

Read pp. 89-100; practice pronunciation, pp. 101-102.

10/31/07
Quiz on de-emphasizing structure words
Practice choosing the focus word

**Homework:** Memorize: You buy books at library.

No. You borrow books at the library.

Our copier isn’t working.

What’s not working?
Read pp. 119-136. Come to class with a list of 3 possible persuasive speech topics.

11/07/07
Quiz on choosing a focus word.
Emphasizing structure words
Narrowing topic of persuasive speech; studying and outlining sample speech

**Homework:** prepare a persuasive speech following worksheet and Checklist, pp. 142-144.,
Pronunciation review: pp. 144-145.

Memorize: Our specialties are steak ‘n’ lobster.

Terrific! I’ll have steak and lobster!

You’ll have to wait until you’re old enough.

But I am old enough.

11/14/07
Quiz on emphasizing structure words.
Continuants and stops: /s/ ,/t//, /r/, /d/ and /l/
Persuasive speeches

**Homework:** Memorize: Did you say “minute”?

Did you say “minutes”?

Did she succeed?

No, quite the opposite. She failed.

Read: pp. 146-156. Do Exercise on pp. 147-148 and 151-153

11/21/07
No class: Thanksgiving Break

11/28/07
Quiz on stops and continuants
Voicing and aspiration
Persuasive speeches
Comprehending main ideas and details; note taking

**Homework:** Read pp. 165-176; Come with ideas for a group discussion

12/05/07
Quiz on voicing
Voicing and syllable length
Group discussion preparation

**Homework:** prepare for group discussion using Worksheet and on p. 177-178 or Group Leader Worksheet p. 179
Pronunciation practice: p. 180

12/12/07
Quiz on voicing and syllable length
Sibilants
Group discussion

**Homework:** Pronunciation practice, pp. 194-195; 207-208; 215-216;
Read pp. 217-230
12/21/07

Thought groups
Re-test of Clear listening test
Using idioms and proverbs