

ESL 096-097
Academic Listening III and Speaking III
ESL-096-03P (55727) and ESL-097-07P (63572)
Paired Course Syllabus
6 Credits
Spring 2017

Instructor: Jeff McClelland

Meeting Times:

ESL-096: Tue/Thu 8:30 – 9:45 AM

ESL-097: Tue/Thu 10:00 – 11:15 AM

Classroom: B Building, Room B130

Office Location: B Building, 123-F

Email: jmcclel@bhcc.mass.edu

Phone: 617-936-1984

Office Hours:

Tue and Thu 2:30 – 3:30 PM in B-123-F

Wed and Fri 3:45 – 4:45 PM in Chelsea

COURSE DESCRIPTION

Immigrant experiences in the US

In this advanced listening and speaking paired course, you will explore and analyze different immigrant experiences as well as attitudes and current trends around immigration in the US. This course is framed around *The Book of Unknown Americans*, a novel about a community of immigrants who bond together as they struggle to make it in the US. Through reading and discussing this novel – as well as reading and listening to other sources - you will explore issues and concepts such as attitudes towards immigrant integration, ethnocentrism, multi-cultural representations of identity, 1st and 2nd generation experiences, bilingualism, and immigrant history and policy in the US. One goal of this course is for you to better understand how your identity, culture and experiences in the US relate and connect with those of other immigrant groups in the United States. Finally this course aims to provide a critical perspective on immigrant discourses in the US and support you in questioning, challenging and ultimately transforming institutions and ideologies that unfairly limit possibilities and opportunities.

TEXTBOOKS

The Book of Unknown Americans by Cristina Henríquez

MATERIALS

- Addition texts, videos and podcasts will be assigned through links on Moodle or as handouts in class
- 2 folders (one for holding your journal assignments and another one for holding all other handouts)

TEACHING METHODS

Class discussion, group and pair work will constitute most of the class activity and because of that, your participation in class is very important and it will be evaluated. Both instructor and students in pairs or groups will be responsible for leading discussions and making presentations. Some listening assignments and all reading and writing assignments will be done outside of class as homework. Homework will be posted on Moodle and students will also need to regularly check their BHCC email account to stay in communication with the teacher.

ESL 096 Academic Listening III
Lecture Comprehension and Academic Vocabulary
3 credits

PREREQUISITE

Grade of C or better in ESL 086, ESL 087, ESL 088, and ESL 089, or placement.

COURSE DESCRIPTION

In the listening course, students develop an academic note-taking system as they listen to lectures and authentic sources. Students practice using their notes to answer comprehension questions, write summaries of sources, and compose responses to critical thinking questions. Students learn advanced academic vocabulary and grammar in the context of advanced level readings, websites, and lectures. Students must earn a C or better in order to pass the course.

STUDENT LEARNING OUTCOMES

Students can...

- Take accurate, concise, and organized notes for a lecture of at least 15 minutes using a variety of methods such as
 - Use abbreviations and symbols
 - Use key words and supporting details
 - Use visual representation
- Comprehend authentic sources such as lectures, TV/radio broadcasts, and podcasts
- Recognize organization of a lecture where applicable (compare/contrast, process, cause/effect, definition, etc.)
- Identify main points and supporting details
- Understand relationships between ideas (signal words, lecture cues, body language)
- Use notes to answer comprehension questions with accuracy
- Summarize and/or react in writing (paragraph or essay 500-600 words)
- Demonstrate an increased understanding of level-appropriate academic vocabulary
- Think critically
 - Recognize bias
 - Distinguish fact from opinion
 - Evaluate support of claims
 - Agree or disagree with ideas in the lecture with substantial support
 - Offer solutions to problems
 - Make predictions
 - Draw inferences
 - Recognize idioms, slang, sarcasm and humor
- Use proper MLA format
- Read and demonstrate understanding of a level-appropriate article in preparation for a note taking activity
- Demonstrate proficiency of the grammar in the 096 curriculum

ASSIGNMENTS and EVALUATION for ESL-096 (Listening)

Participation and discussion	20%
<p>Discussing issues and ideas is a hallmark of the American college classroom. And for that reason your discussion and engagement with the ideas raised by readings, presentations and your classmates will both be expected and evaluated in this class. You will not only be evaluated on your attendance and how often you speak up, but also on the depth of thought, critical thinking and understanding you demonstrate around the ideas presented and discussed in class.</p>	
Academic journal	40%
<p>You will complete writing assignments in a journal in which you summarize, analyze and/or respond to podcasts, lectures, videos and the film. One important purpose of the journal is for you to reflect on the content of the class materials and how it connects with ideas covered in the course. Though I do not expect your entries to be written in a formal style, I do expect them to be clearly written. I will not grade or correct grammar, spelling or punctuation. Instead I will grade your journal entries based on 1) your demonstrated analysis and understanding of the materials, 2) your skill in rephrasing ideas and concepts from the text in your own words, and 3) the depth of your reflection and engagement with the ideas.</p> <p>All journal assignments must be submitted in word-processed format by the scheduled deadline. Late assignments will automatically have points taken off. If you are not able to attend a class in which a journal assignment, it is your responsibility to turn in a hard copy in the next scheduled class.</p>	
Listening quizzes	20%
<p>You will take 3 listening quizzes. The quizzes will assess your listening comprehension as well as your understanding of concepts and ideas from the class materials and discussions. There will be no opportunities for making up a quiz if you are absent, but the lowest score of every student's quiz will be dropped.</p>	
Final Exam	20%
<p>You will take a final exam in week 15 that will assess your listening comprehension skills and your ability to carry out the class objectives.</p>	

**ESL 097 Advanced Speaking
Academic Discussions and Presentations
3 Credits**

PREREQUISITE

Grade of C or better in ESL 086, ESL 087, ESL 088, and ESL 089, or placement.

COURSE DESCRIPTION

This advanced course focuses on the communication skills necessary in an academic setting. Students develop and improve a method for delivering an oral presentation to a large group using effective delivery, visual aids, secondary sources, and level-appropriate academic vocabulary. Students practice comprehensible pronunciation along with stress and intonation patterns. All speaking activities are organized around academic reading materials which students will write about and discuss in small groups. Students must earn a C or better in order to pass the course.

STUDENT LEARNING OUTCOMES

Students can...

- Deliver 3 oral presentations (group and individual) using effective delivery, visual aids, and secondary sources
- Use library databases and library homepage website to do research
- Demonstrate comprehensible pronunciation for level 3 of vowels and consonants along with stress and intonation patterns
 - Past tense (-ed) verb endings
 - 3rd person singular (-s) endings and plurals
 - Stress patterns and rhythm
- Demonstrate an increased understanding of level-appropriate academic vocabulary
- Use transitions
- Use proper MLA format
- Demonstrate various speaking functions in small-group and whole-class discussions of academic topics
 - Facilitate (Lead) a group discussion
 - State and support a position
 - Express agreement/disagreement
 - Ask for clarification
 - Restate others' views (interpret)
 - Give instructions
 - Narrate
 - Solicit opinions
 - Discuss and Describe Problems and Offer Solutions
 - Demonstrate effective interpersonal and intercultural communication style
- Demonstrate effective listening skills
- Read and demonstrate comprehension of articles in preparation for presentations
- Write paragraphs and essays on topics related to class assignments
- Demonstrate proficiency of the grammar in the 097 curriculum

ASSIGNMENTS and EVALUATION for ESL-097 (Speaking)

Participation and discussion	20%
Discussing issues and ideas is a hallmark of the American college classroom. And for that reason your discussion and engagement with the ideas raised by readings, podcasts and your classmates will both be expected and evaluated in this class. You will not only be evaluated on your attendance and how often you speak up, but also on the depth of thought, critical thinking and understanding you demonstrate around the ideas presented and discussed in class.	
Academic journal	30%
You will complete writing assignments in a journal in which you summarize, analyze and/or respond to the novel, class readings and other materials. One important purpose of the journal is for you to reflect on the content of the class materials and how it connects with ideas covered in the course. Though I do not expect your entries to be written in a formal style, I do expect them to be clearly written. I will not grade or correct grammar, spelling or punctuation. Instead I will grade your journal entries based on 1) your demonstrated analysis and understanding of the materials, 2) your skill in rephrasing ideas and concepts from the text in your own words, and 3) the depth of your reflection and engagement with the ideas.	
Quizzes	20%
You will take 3 quizzes. The quizzes will assess your understanding of vocabulary, concepts, issues and events from the novel, class materials and discussions. There will be no opportunities for making up a quiz if you are absent, but the lowest score of every student's quiz will be dropped.	
Presentations	30%
Oral presentations: You will deliver 3 oral presentations to the class. <ul style="list-style-type: none">• Oral history presentation: You will interview someone who immigrated to the United States and present their oral history both as a pre-recorded oral presentation and as an in-class presentation. The purpose of recording your presentation is so that you can evaluate your own presentation and identify what speaking skills you want to improve on for the rest of the class.• Survey presentation: In a small group, you will create and conduct a survey that explores a class issue around immigration, culture and/or identity and report your findings to the class.• Research presentation: You will use the library or database to research a class issue around immigration and present your findings to the class.	

GRADING SYSTEM

Scores	Grades	Description
94~100	A	Excellent
90~93	A-	
87~89	B+	Good (Above average)
83~86	B	
80~82	B-	
77~79	C+	Average
70~76	C	
60~69	D	Below Average
< 60	F	Fail

PLAGIARISM

Plagiarism is presenting someone else's ideas as your own. Examples of plagiarism include copying ideas or sentences from a textbook or the internet without using quotation marks or without citing the source. Plagiarized work may result in a failing grade for the assignment or for the course, or a student may be asked to leave the course. For more information, you can read the Student Code of Conduct in the Student Handbook or visit <http://libguides.bhcc.mass.edu/content.php?pid=498984&sid=4109892>.

ATTENDANCE POLICY

Attendance is very important in this class and missing class or coming late to class will affect your grade, with more than 6 absences resulting in an automatic fail for both classes. However, it is understandable that sometimes you have to be late or absent from class. For that reason, you are permitted a minimal number of absences and latenesses before it directly affects your final grade. It also means that no excused absences will be accepted.

Every absence will have a slight effect on your participation grade. After the 3rd absence, your final grade in both courses will be decreased one grade increment (i.e. B- to C+); and every subsequent absence will also result in decreasing one grade increment. If you miss more than 6 classes, you will automatically fail both classes. Students arriving late by 10 minutes or more will be marked late for that class. Arriving late to class two times will equal one absence. If you arrive more than 1 hour late, you will be counted absent for that day.

If you need to be absent, you are responsible for notifying me by email as soon as possible and checking Moodle for the next class homework assignment. When you come to the next class, you are also responsible for turning in any missing journal assignment or showing me completed homework that you have made up.

COLLEGE ACCOMMODATIONS AND SUPPORT SERVICES

The Office of Disability Support Services is a student-focused department dedicated to assisting members of the BHCC community with documented physical and/or learning disabilities. Students may be eligible for services that include tutoring, testing and other classroom accommodations. To get more information or request an accommodation, contact the Disability Support Services Office at 617-228-2327. Students are encouraged to request accommodations as early as possible and ideally before the start of the semester.

For information about visit: <http://www.bhcc.mass.edu/disabilitysupportservices/>

CLASS DECORUM

In the classroom, everyone is expected to act respectfully with each other, both with the instructor as well as with other students. Acting respectfully includes being engaged in the classroom, not eating in class, not texting or talking on cell phones, and not leaving the classroom unless absolutely necessary. Disruptive students may be asked to leave the class. Please turn off cell phones during class. If you need to receive a call because of some emergency, please let me know at the beginning of class.

SCHEDULE (subject to change)

This schedule applies to both ESL-096 and ESL-097 in this paired class.

Topics	Listening skills	Speaking skills	Materials, assignments and assessments
<p>Week 1 Jan. 16-20</p> <p>Immigrant narratives: Assimilation, acculturation, multiculturalism</p>	<p>Listening for key concepts</p> <p>Identifying pros and cons</p>	<p>Telling your immigrant story</p>	<p>Lecture: Multiculturalism - Sociology</p> <p>Video: American Melting Pot vs. Canadian Multiculturalism</p> <p>Reading: Unknown Americans p. 3-11</p> <p>Video: 'Immigration Without Assimilation Is Invasion'</p> <p>Reading: Bobby Jindal's important embrace of assimilation</p>
<p>Week 2 Jan. 23-27</p> <p>Immigrant narratives: Assimilation, acculturation, multiculturalism</p>	<p>Understanding speaker's viewpoint</p>	<p>Pronunciation: Stress and schwa</p> <p>Grammar: Question formation</p>	<p>Reading: Unknown Americans p. 12-23</p> <p>Reading: Assimilation versus acculturation</p> <p>Reading: To Assimilate or to Acculturate?</p> <p>Podcast: Exploring America's 'National Identity</p> <p>'Intro to oral history presentation</p> <p>Conduct interview for oral history presentation</p>
<p>Week 3 Jan. 30-Feb. 3</p> <p>History of immigration to the US pre-1900</p>	<p>Understanding time lines</p> <p>Note taking strategies</p> <p>Identifying main ideas</p> <p>Analyzing an oral history</p>	<p>Non-verbal communication for a presentation</p> <p>Grammar: Narrating in past tense</p>	<p>Chart: Volume of US immigration</p> <p>Reading: Immigration timeline</p> <p>Reading: Immigration – Challenges for new Americans</p> <p>Film: America's Immigration History</p> <p>Lecture: Immigration History and Citizenship</p> <p>Unknown Americans p. 24-43</p> <p>Prepare oral history presentation</p>
<p>Week 4</p>	<p>Recognizing</p>	<p>Pronunciation:</p>	<p>Podcast: In 1965, A Conservative Tried</p>

Topics	Listening skills	Speaking skills	Materials, assignments and assessments
Feb. 6-10 History of immigration to the US 20 th century	organization of an oral presentation Summarizing a podcast	Past tense (-ed) verb endings Transcribing your oral presentation Analyzing your own speaking errors	To Keep America White Podcast: Devout Muslim Preaches His Love For America Unknown Americans p. 44-66 Oral history presentations
Week 5 Feb. 13-17 Ethnocentrism		Questions for facilitating a discussion Analyzing your own biases	Reading: Ethnocentrism and Cultural Relativism Reading: Native Americans by Jamake Highwater Unknown Americans p. 67-86 Cultural sensitivity workshop Intro to survey presentations Write a proposal for the survey presentation Create trial survey Conduct trial interview Listening quiz 1 Speaking quiz 1
Week 6 Feb. 20-24 Ethnocentrism	Analyzing supporting examples	Analyzing effective questions Identifying demographics Strategies for approaching strangers for survey	Lecture: Ethnocentrism 2 Unknown Americans p. 87-107 Create final survey Carry out survey
Week 7 Feb. 27-Mar. 3 Multicultural identities: Stereotypes and limitations	Defining identity Analyzing prejudice and stereotypes Understanding graphs and data	Pronunciation: 3rd person singular (-s) endings and plurals Structures for explaining data Compiling and analyzing data Presenting data	Reading: Stereotypes from My life as an Alien Podcast: Chinese, Mexican Americans Share Similar Immigrant Experience Video: A conversation with Latinos on race Video: Unpacking Identity Lecture: Danger of a single story Unknown Americans p. 108-126

Topics	Listening skills	Speaking skills	Materials, assignments and assessments
		Creating a slide presentation	Compile and analyze data Create slide presentation Prepare survey presentation
<p>Week 8 Mar. 6-10</p> <p>Multicultural identities: Possibilities and expansions</p>	<p>Identifying commonalities</p> <p>Recognizing purpose of a presentation</p>	Using appropriate intonation	<p>Video: American born Chinese</p> <p>Reading and video: For Immigrant Women, Changes in Gender Roles</p> <p>Podcast: To Model Manhood, Immigrant Dads Draw From Two Worlds</p> <p>Unknown Americans p. 127-146</p> <p>Survey presentations</p>
<p>Spring Break</p> <p>No classes March 13-19</p>			
<p>Week 9 Mar. 20-24</p> <p>Current immigration trends, policy and resistance: The immigration debate</p>	<p>Understanding charts</p> <p>Distinguishing between fact and opinion</p> <p>Evaluating support of claims</p> <p>Summarizing a podcast</p>	Grammar: Gerunds and infinitives	<p>Chart: Clinton and Trump on immigration</p> <p>Video: Donald Trump rails against immigrants</p> <p>Listening: 'Surviving And Coping': Immigrant And Refugee Students In Boston React To Travel Ban</p> <p>Reading Don't think Trump will ever pass a Muslim Exclusion Act? Just ask Sen. James G. Blaine.</p> <p>Reading: Immigrant businesses, economic engine for U.S. cities</p> <p>Podcast: Immigrants It Once Shut Out Bring New Life To Pennsylvania Town</p> <p>Unknown Americans p. 147-174</p>
<p>Week 10 Mar. 27-31</p> <p>Current immigration trends, policy and resistance: The Dream Act</p>	Note-taking: Abbreviations and symbols	Discourse markers for expressing agreement and disagreement	<p>Reading: Dream Act summary</p> <p>Reading: DEEP: The DREAM Educational Empowerment Program</p> <p>Video: Daughter of Deported Jordanian Immigrant Travels to Washington to Advocate for Reform</p> <p>Podcast: Using the "I" word: Immigration (10.00-15.00)</p> <p>Podcast: DREAMers No Longer of One Mind on Immigration Reform</p> <p>Reading: 100 Years in the Back Door, out the Front</p>

Topics	Listening skills	Speaking skills	Materials, assignments and assessments
			Unknown Americans p. 175-202 Listening quiz 2 Guest speaker on the Dream Act
Week 11 Apr. 3-7 1 st and 2 nd generation experiences	Taking notes on a character's biography	Pausing and word stress	Speaking quiz 2 Video: Interview with Gene Yang Film: The Joy Luck Club Reading: About Amy Tan Podcast: Are my kids Latino enough? Unknown Americans p. 203-217 Intro to research presentation
Week 12 Apr. 10-14 1 st and 2 nd generation experiences	Revisiting language, identity and assimilation Identifying commonalities Listening for reasons	Grammar: Adjectives -ed and -ing Conducting research Evaluating a website	Film: The Joy Luck Club Reading: Analyzing core measurements of assimilation and acculturation Podcast: Raised In The U.S. And Coming Out To Immigrant Parents Unknown Americans p. 218-238 Conduct research for research presentation
Week 13 Apr. 17-21 Accents and accent	Analyze the different "Englishes" in the film Engaging critically with research	Word stress for meaning Citing sources for an oral presentation	Reading: Mother tongue Podcast: Having an Accent in America: An Actor Speaks Unknown Americans p. 239-264 Prepare critical response to research Prepare research presentation
Week 14 Apr. 24-28 Testing and wrap-up			Unknown Americans p. 265-286 Listening quiz 3 Speaking quiz 3 Research presentations
Week 15 May 1-5 Testing and wrap-up			Research presentations Listening exit exam Class evaluations
Week 16 Make-up			