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|  | Grad VI  Listening/Speaking |

Syllabus (Session X-20XX)

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| --- | --- |
| **Instructor:** | *[put your name here]* |
| **Office:** | *[put your office location here]* |
| **Email:** | *[put your email address here]* |
| **Phone:** | *[put your contact phone number here]* |
| **Office Hours:** | *[put your office hours here]* |

Materials

1. Judy Gilbert, *Clear Speech, 4th ed*. (a used copy of either the 3rd or 4th edition is acceptable)

2. Julia Salehzadeh, *Academic Listening Strategies: A Guide to Understanding Lectures* (Michigan, 2005). (A clean used copy without visible answers is acceptable). Note: This book is available with or without the DVDs. You may buy either edition. If you do not have the DVDs, you will need to visit the SALC to do some homework assignments.

Course Goals

**Listening/Speaking for Graduate Programs (Grad VI)** is an advanced-level English language course which focuses on developing academic language proficiency. It is suitable for language learners who want to prepare for graduate degrees in American universities. The course emphasizes the development of specific listening, speaking and related study skills which will help students succeed in university studies. The pronunciation portion of the class emphasizes understanding native reductions, rhythm and intonation, and focus words.

Learning Outcomes

By the end of this course, the successful student will be able to:

1. *Listening*
2. Demonstrate understanding of the main ideas and important details of an academic lecture or similar recording or live event (up to 50 minutes in length), heard once at a natural speed, by taking notes, answering questions, summarizing, and participating in discussions.
3. Demonstrate understanding of the organization and development of an academic lecture by taking notes, identifying rhetorical features, and summarizing
4. Demonstrate understanding of reductions and contractions in conversational and academic English
5. Demonstrate understanding of a speaker's tone, attitudes, and opinions by identifying language features and answering questions;
6. Demonstrate understanding of teacher’s and classmate’s contributions to discussions and conversations, including academic interactions such as office hours
7. Demonstrate understanding of a wide range of everyday and academic vocabulary including some new field-specific vocabulary in lectures, discussions, recordings, and quizzes
8. *Speaking*
9. Participate actively and effectively in formal and informal conversations and service encounters, including office hours
10. Participate actively effectively in group and whole-class discussion by offering opinions and supporting evidence, elaborating, taking turns appropriate, and asking questions.
11. Lead small-group and/or whole-class discussions effectively
12. Orally summarize information that has been read and/or heard
13. Plan and deliver individual and group presentations (including presentations of research) with clear organization, relevant content, effective and grammatically accurate visual aids, appropriate use of reference and citation, and good use of non-verbal communication (gesture, posture, intonation, rhythm, etc.)
14. Interpret data from graphs and tables and present data, including introduction, explanation of axes, major trends and salient points, and application to audience
15. Use level-appropriate grammar mostly accurately in both spontaneous and prepared speech, including correct word order, questions, relative clauses, a range of verb tenses, passive voice, logical connectors, subject-verb agreement, and *wh*-cleft sentences (e.g., what’s important is ...)
16. Use a wide range of everyday and academic vocabulary including some new field-specific vocabulary in spontaneous and prepared speech
17. *Pronunciation*
18. Pronounce vowels, consonants, consonant clusters and word endings clearly and consistently
19. Link vowel and consonant sounds and reduce unstressed words and syllables in planned and some unplanned speech
20. Use intonation to express emotions, attitudes, and tone and to help the listener (e.g. sentence focus, syllable stress, highlighting, contrastive stress, thought groups, pausing, and pacing)
21. Pronounce academic vocabulary correctly, including correct syllable stress

Assessment

Your final grade will be assessed as follows:

* 50% Listening, including listening tests, vocabulary tests, note-taking, outside listening assignments, understanding of group and class discussions, and self-evaluation
* 50% Speaking, including include individual and group presentations, discussions, recordings, and pronunciation tests

Final tests count for 20% of the grade in listening and speaking. The listening final counts for 10% of the total grade, and the speaking final counts for 10% of the total grade.

Grading Policies

At the end of the session, you will receive a letter grade for this class. The ELI uses the following grade scale for final grades:

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| --- | --- | --- | --- |
|  | A (93%+) | A- (90-92%) | *Exceeds the learning outcomes (LOs)* |
| B+ (88-89%) | B (83-87%) | B- (80-82%) | *Meets and sometimes exceeds the LOs* |
| C+ (78-79%) | C (73-77%) | C- (70-72%) | *Meets and sometimes falls short of the LOs* |
| D+ (68-69%) | D (63-67%; | D- (60-62%) | *Consistently does not meet the LOs* |
|  | F (below 60%) |  |  |

Notes:

* A grade of C (73%) or higher is required to pass the course and receive a certificate.
* A grade of C-, D+, D, D- or F (72% or below) results in retention (that is, you must repeat this level in Listening/Speaking).
* Please refer to the Academic Transitions or CAP Handbook for specific requirements for progression and matriculation.
* Your teacher may choose to give you a grade of I (Incomplete) in any skill area if your final grade in that skill is below C-. You can only receive an I if you are not graduating, have no more than 4 absences, complete all the major assignments to the best of your ability, and have an effort score of 1 or 2. If you receive an I in any skill, you will have to repeat this level next session.

Effort Score

You will receive an effort score for this class which is separate from your skill grades. The ELI uses this scale for effort scores:

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| --- | --- | --- |
| 1 = Exemplary | 2 = Satisfactory | 3 = Unsatisfactory |

Your effort score is based on your attendance, punctuality, completion of assignments, engagement, interaction, and behavior. The ELI Effort Score Rubric on the last page of this syllabus explains how your teacher will assign your score.

CAP students must earn an effort score or 1 or 2 in their final session in order to graduate.

Student Responsibilities

You are responsible for:

* Completing all quizzes, tests, and assignments on time
* Participating actively in class in English
* Following directions accurately and asking questions when you do not understand
* Being prepared for all classes, including after an absence

Attendance and Absence Policies

The ELI uses the following rules:

1. You are marked absent if you do not come to class for any reason.
2. The class starts on time. If you arrive after the class starts, you will be marked late. A late arrival counts as 1/3 of an absence. If you arrive more than 15 minutes late, you will be marked absent.
3. To benefit fully from your learning experience, you are expected to remain in the room for the whole class period. If you have to leave the room, return to the class as quickly as possible. If you leave the class for an excessive period of time or for a non-essential purpose, you may be marked absent at the teacher’s discretion. If you have a special medical need that requires you to leave the class, you should give the ELI administration documentation which describes your medical condition.

* If you know you have to be absent, inform the instructor as soon as possible.
* You are responsible for knowing what you missed and what homework is due.
* You cannot make up missed in-class assignments unless you make arrangements with the instructor in advance. Late homework assignments must be submitted within two days, and will receive lower grades. Some assignments may not be submitted late.

Multiple Repeater Policy

You have two sessions to pass at any level. If you do not pass the same level after two sessions, you may be placed into a lower level (if you agree) or take the same level a third time. If you do not pass in your next (3rd) session, you may be dismissed from the ELI.

A “pass” for Graduate-CAP and MBA-CAP students in Grad VI and all pre-MBA classes is defined as meeting the university requirement for graduate students (i.e. B+ grades in all skills and a 6.5 or 7.0 on the final essay and effort score of 1 or 2).

Academic Honesty

* **Academic honesty is expected of all students and faculty at the University of Delaware.**
* Please consult the code of conduct in the ELI Student Handbook for a description of dishonest academic behavior, which includes copying another person’s words or ideas, not submitting your own work, submitting the same assignment to different classes, and cheating (<http://www.udel.edu/eli/student-handbook.pdf>).
* Ask your instructor if you have any questions about academic honesty.

Harassment and Discrimination Policies

* Everyone is welcome at the University of Delaware. As a community, we do not discriminate against anyone because of their race, color, national origin, sex, gender identity, sexual orientation, disability, religion, or age.
* You can read UD’s policies against discrimination, including harassment at <http://www.udel.edu/oei>.
* You can report any concerns to the University’s Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or at <http://www1.udel.edu/compliance>.
* You can also report any violation of UD policy on harassment, discrimination, or abuse at: <http://sites.udel.edu/sexualmisconduct/how-to-report/>
* For more information on Sexual Misconduct policies, where to get help, and how to report information, please go to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). I must inform UD’s Title IX Coordinator if I become aware that a student may have been the victim of sexual misconduct.
* UD provides 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001 at any time for help.

Certificates and Dismissal

Please see the ELI Student Handbook for full details:   
<http://www.udel.edu/eli/student-handbook.pdf>

*8-week sessions*:

* To receive a certificate when you graduate from the ELI, you cannot have more than a total of 12 absences from both your Listening/Speaking and Reading/Writing classes (85%). You must also have a C or better grade average.
* To receive a certificate with honors, you must attend at least 90% of classes (no more than 8 total absences) and maintain an A- or better grade average.
* If you have 16 or more total absences, you are breaking the rules of your visa and may be dismissed from the ELI.

*7-week sessions:*

* To receive a certificate when you graduate from the ELI, you cannot have more than a total of 10 absences from both your Listening/Speaking and Reading/Writing classes (85%). You must also have a C or better grade average.
* To receive a certificate with honors, you must attend at least 90% of classes (no more than 7 total absences) and maintain an A- or better grade average.
* If you have 14 or more total absences, you are breaking the rules of your visa and may be dismissed from the ELI.

Additional Policies

[teachers may add their own class policies here]

Table 1: English Language Institute Effort Score Rubric

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|  | **Effort Score of 1**  *(Exemplary)* | **Effort Score of 2**  *(Satisfactory)* | **Effort score of 3**  *(Unsatisfactory)* |
| **Attendance and punctuality** | ❑ The student is rarely, if ever, absent, attending at least 90% of the classes.  ❑ The student is rarely, if ever, late.  *Note*: Students should not be given a score of 1 based *only* on attendance or punctuality. | ❑ The student attends class most of the time, attending at least 85% of the classes.  ❑ The student arrives for class on-time for most class meetings. | ❑ The student has excessive absences, perhaps exceeding the absence limit required to obtain a certificate.  ❑ The student is frequently late. |
| **Completion of Assignments** | ❑ The student consistently completes assignments on time. | ❑ The student usually completes assignments on time  ❑ The student makes up missed work if possible. | ❑ The student frequently fails to complete the required assignments.  ❑ The student fails to make up missed work. |
| **Engagement/Interaction** | ❑ The student consistently pays attention in class and participates in class activities by asking relevant questions.  ❑ The student seeks help and clarification when necessary. | ❑ The student usually pays attention in class and participates in class when called on. | ❑ The student frequently demonstrates a lack of engagement by not participating in class. |
| **Behavior/Respect** | ❑ The student demonstrates exemplary behavior (e.g., by observing the English-only policy.)  ❑ The student consistently shows respect to teachers, ELI employees, and classmates. | ❑ The student generally observes class rules and ELI policies, such as the English-only policy.  ❑ The student generally shows respect to teachers, ELI employees, and classmates. | ❑ The student engages in disruptive behavior, making it more difficult for the teacher to teach and more difficult for other students to learn.  ❑ The student shows a consistent lack of respect for students, teachers, policies, rules, course objectives, etc. |