**Listening/Speaking [Level] Syllabus**

Instructor:

Classroom:

Office:

Office Hours:

Office Phone:

E-Mail:

Textbooks: Beisbier, Beverly: *Sounds Great, Book 1*

Tanka, Judith: *Interactions 2: Listening/Speaking (Sixth Edition)*

**Learning Outcomes**

Listening/Speaking III is a low-intermediate class. The course is designed to build your listening, speaking, and pronunciation skills in order to prepare you for academic work in English. It includes practice in the following areas. In listening, the focus is on comprehension, vocabulary development, and listening skills and strategies. In speaking, the focus is on grammar and vocabulary development in conversations and group discussions. In pronunciation, the focus is on some individual sounds but mostly on stress, rhythm, and intonation.

**Listening: By the end of this class, you will be able to listen to level-appropriate conversations, discussions, lectures, and stories and demonstrate understanding of:**

* + - Main ideas by discussing recordings.
    - Stressed words by identifying them in writing.
    - Key ideas and transitions by taking notes or filling in an outline or a chart.
    - Contractions and reductions by completing fill-in-the-blank exercises.

**Speaking: By the end of this class, you will be able to:**

* + - Use common phrases and other strategies to begin and end, continue, or politely interrupt a conversation.
    - Express your opinion and agree or disagree in a group discussion.
    - Explain a four to five step process using transitions.
    - Report information gathered from an interview or group discussion.
    - Use specific types of questions to ask for clarification or confirmation.
    - Retell a story in your own words after clarifying and confirming meaning.

**Pronunciation: By the end of this class, you will be able to:**

* + - Use strategies to improve production of difficult vowel and consonant sounds.
    - Pronounce *-ed* (*/t/, /d/, /id/*) and *-s* (*/s/, /z/, /iz/*) endings correctly.
    - Demonstrate understanding of and use stress in words and sentences.
    - Identify rhythm and rhythm groups.
    - Identify major patterns of intonation.

**Grammar and**

**Vocabulary: By the end of this class, you will be able to demonstrate understanding of and use:**

* + - Vocabulary words and phrasal verbs on topics in *Interactions 2* (e.g., household chores and education).
    - Modals and related expressions to ask polite questions, state preferences, express obligations and prohibitions, and to give advice.
    - Conditional sentences to explain unreal situations (e.g., If I were …, I would …).
    - Comparatives, superlative, and equatives to discuss choices and alternatives (e.g., taller than, the most expensive, as smart as).

**Attendance**

**Absences:** You need to come to class every day.

Your teacher takes attendance every day at the beginning of class.

If you are not in class, your teacher will mark you as ***Absent*.**

If you are sick, stay home or go to a doctor, but you are still ***Absent***.

There are **NO EXCUSED ABSENCES**.

**Lateness:** If you come to class after attendance, your teacher will mark you as **Late.**

If you are 15 minutes late, your teacher will mark you as **Absent.**

Three **Late** marks is the same as one **Absent** mark:

**Late + Late + Late = Absent**

**Breaks:** You need to be in the classroom for **all** of the class.

There are **NO BREAKS**. Take a break before class or after class.

If you need to use the bathroom, leave quietly and return quickly.

You should not leave class often or leave class for a long time.

If you do, your teacher may mark you ***Late*** or ***Absent***.

**Grades** You will receive grades for your work in class. Your teacher will use this grading scale:

**Grading Scale:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Excellent | Very Good | Good | Bad | Very Bad |
|  | 89–88 = B+ | 79–78 = C+ | 69–68 = D+ |  |
| 100–93 = A | 87–83 = B | 77–73 = C | 67–63 = D | 59–0 = F |
| 92–90 = A- | 82–80 = B- | 72–70 = C- | 62–60 = D- |  |

**Final Average:**

At the end of the session, you will receive a final grade. Your teacher will average the grades together in this way:

|  |  |
| --- | --- |
| **Listening Grades** | |
| *Interactions 2* Ch. Tests | 30% |
| *Sounds Great* Quizzes | 10% |
| Final Listening Exam | 10% |
| **Speaking Grades** | |
| Spontaneous Speaking Tests | 20% |
| Audio Recordings | 10% |
| Quizzes  (e.g., grammar, vocab, etc.) | 10% |
| Final Speaking Exam | 10% |

**Effort Score:** You will also receive a score for effort. This will be a number:

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

A student with exemplary effort:

* Comes to class every day and is never late.
* Speaks only in English.
* Does all homework and takes all tests on time.
* Pays attention and participates in class.
* Asks questions.
* Does not leave the room during class time.
* Does not use a cell phone in class.

**Promotion** When you finish this class, you may be promoted to Level IV.

To go to Level IV, you **MUST** have a total final grade average of A, B, or C. The total average of your grades must be 73%–100%.

**Retention** If you do not pass Listening/Speaking III, ELI will retain you. You will not go to Level IV. You will have to take Listening/Speaking III again.

**Other Rules**

You must do all the work for this class by yourself. Other people must not do your work. Do not cheat on tests and exams. (<http://www.udel.edu/eli/student-handbook.pdf>)

Everyone is welcome at the University of Delaware, and everyone is equal here.   
(<http://www.udel.edu/oei>)