|  |  |
| --- | --- |
|  | **ALCS**  **Listening/Speaking** |

Syllabus (Session X-20XX)

|  |  |
| --- | --- |
| **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**

Susan Earle Carlin, Q: Skills for Success, Listening and Speaking 5 (Oxford, 2014) 2nd Edition

Edmodo – [www.edmodo.com](http://www.edmodo.com) – CODE

Q Online Practice: [www.iqonlinepractice.com](http://www.iqonlinepractice.com)

**Course Goals**

This advanced-level course helps students to develop their listening and speaking skills so that they can function in everyday, academic, and professional situations. As such, it provides a bridge between level IV LS courses, which focus heavily on conversational, here-and-now communicative contexts and the more abstract nature of listening/speaking in the EAP and level VI culture/business classes. Students will also improve their pronunciation, intonation, fluency, and grammatical accuracy in speaking. Interaction with native speakers outside of class and the creative use of English are encouraged.

**Learning Outcomes**

1. *Listening*
2. Understand context, speakers’ purpose, and content in everyday conversation at natural speeds, as demonstrated through appropriate participation and oral/written summaries
3. Understand main ideas and key details from authentic radio/TV news reports, interviews, podcasts, and other broadcast media played twice at natural speeds, as demonstrated by oral/written summaries, short-answer questions or quizzes, notes, responses, and discussions
4. Understand the structure and main ideas of short academic/professional talks and lectures (adapted for the level if necessary), played twice at or near natural speeds, as demonstrated by notes, short-answer questions or quizzes, graphic organizers, oral/written summaries, and discussions
5. Attend and understand an event in English, such as a lecture, play, or social activity, as demonstrated through oral/written summaries and discussions
6. Understand a broad general English vocabulary and some academic words (such as the first two sub-lists of the Academic Word List or approximately 75% of the Oxford 3,000)
7. *Speaking*
8. Orally paraphrase and summarize information from discussions, conversations, lectures, live events, and media in recordings, discussions, and/or texts.
9. Initiate and sustain conversation on both everyday and increasingly abstract topics, using pragmatic strategies including opening, closing, follow-up questions, clarification, apologizing, and interrupting
10. Participate actively and appropriately in small-group and whole-class discussions by expressing opinions, supporting ideas with details, and using effective turn-taking strategies
11. Use effective strategies for contributing to the preparation and performance of group speaking projects and presentations about course topics, both everyday and abstract.
12. Speak with level-appropriate grammar, using correct word order, modal verbs, subordination, relative clauses, appropriate verb tenses, and common passive voice expressions.
13. Speak with level and topic appropriate vocabulary, including some academic terms.
14. *Pronunciation*
15. Pronounce all English consonant sounds, vowel sounds and clusters in planned and unplanned speech so that a native speaker with little ESL experience can understand with little or no effort.
16. Clearly and accurately produce –s and –ed present and past tense verb inflections.
17. Identify and produce predictable patterns of word stress based on part of speech.
18. Accurately produce thought groups and highlight focus words in planned speech
19. Produce appropriate intonation patterns for statements, questions, lists, incomplete thoughts, and some emotions in planned and some unplanned speech
20. Use linking in planned and some unplanned speech

**Assessment**

|  |  |
| --- | --- |
| **Listening**   * Unit Listening Tests (20%) * Listening Notes Quizzes (5%) * Written / Oral Summaries (5%) * Listening Logs (2+) (5%) * Vocab Quizzes (2.5%) * Other Graded Activities (2.5%) * ELI Final Listening Test (10%) | **Speaking**   * Major Speaking Assessments (27.5%) * Vocabulary Recordings (5%) * Self-Monitoring Small Speaking (5%) * Other Graded Activities (2.5%) * Final Speaking Test (10%) |
| Percent of Grade: 50% | Percent of Grade: 50% |

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**

[do not change this]

At the end of the session, you will receive a letter grade for this class:

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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).
* Your teacher may choose to give you a grade of I (Incomplete) if your final grade 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, you have to repeat this level next session.

**Effort Score**

[do not change this. Always refer to effort as a “score” not a “grade.” The ELI Effort Grade Rubric is provided on the last page of the syllabus and must be given to students. Omit this section from AT syllabi.]

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

|  |  |  |
| --- | --- | --- |
| 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.

**Student Responsibilities**

[course-specific policies may be added here. The sample language below may be modified.]

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.

[**Teachers, mentors, and supervisors** may change the **following** bullet points to make their own late *assignment* policy but not the ELI absence/late policies above this line.]

* 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.

Academic Transitions and CAP students should refer to their handbooks and consult with their advisors about dismissal policies.

[The following policies must appear on all syllabi]

**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 point 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 point 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 point 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 point 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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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. |