|  | **Listening/Speaking General IV** |
| --- | --- |

**Syllabus**

Instructor:

Office:

Email:

Phone:

Office Hours:

**Materials** *Well Said* by Linda Grant

*21st Century Communication* by Lynn Bonesteel

*Learn English with TED Talks* from the App Store(optional)

**Course Goals**

Level IV Listening/Speaking is an upper-intermediate general English course to develop overall communicative fluency as well as accuracy in pronunciation, oral grammar, and vocabulary usage.

**Learning Outcomes**

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

A. Listening

1. Identify consonants, vowels, and word endings in short recordings of natural English that include some reductions and contractions.

2. Identify syllables and stress patterns within words.

3. Demonstrate understanding of the main ideas of a short, adapted or unadapted talk or conversation, played two times.

4. Identify major and supporting details of a short, adapted or unadapted talk or conversation, played two times.

3. Identify a speaker’s tone or attitude.

4. Use specific note-taking techniques to identify main ideas and details in 4-6 minute discussions, conversations, and adapted lectures, played twice.

B. Speaking

1. Summarize and report stories and events by restating main ideas and details.
2. Express and support opinions in conversations and discussions.
3. Give short individual presentations lasting 3-5 minutes based on course topic.
4. Participate actively and effectively  in conversations and dialogues.
5. Participate actively and effectively in small-group discussions by giving opinions, supporting ideas, asking questions, interrupting, and taking turns.
6. Use reported speech, real and unreal conditional clauses, and modal verbs mostly correctly in planned speech.
7. Use vocabulary appropriate to the level and topic in planned and unplanned speech.

C. Pronunciation

1. Produce vowel and consonant sounds in the beginning, middle, and ends of words mostly accurately in planned and unplanned speech.

2. Produce –s and –ed endings in planned and most unplanned speech

3. Use unstressed vowel sounds in planned and some unplanned speech in order

4. Use thought groups and sentence intonation patterns somewhat accurately in planned and some unplanned speech.

5. Speak with control of level-appropriate grammar (e.g. verb tenses, modal verbs, coordinating and subordinating conjunctions).

**Assessment**

Listening –

Assessments (Chapter Tests) 30%

(Dictations, Listening Assessments, Etc.) 10%

Final Exam – 10%

Speaking:

Assessments (Presentations, Discussions) 30%

(Recordings, Other assessments) 10%

Final Exam – 10%

**Grading Policies**

At the end of the session, you receive letter grades for Listening and Speaking. Final tests count for 20% of each grade. The ELI uses the following grade scale for final grades:

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:

* An average score of C (73%) or higher is required to pass the course and receive a certificate. If your average score is C- or lower (72% or below), you must repeat this level in Listening/Speaking.
* A grade of D+, D, D- or F in either skill area results in automatic retention (that is, you must repeat this level in Listening/Speaking).
* 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:

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**

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.

**Certificates and Dismissal**

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

*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**

* Turn off your cell phone and put it away for the length of your class.
* The ELI operates an **English-only** policy in and around our classrooms.
* **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 (<http://www.udel.edu/eli/student-handbook.pdf>) and ask your instructor if you have any questions about academic honesty, always ask first! Please note that the rules for avoiding **plagiarism** apply to oral presentations as well as to written assignments.
* **Incomplete is only awarded to students with 4 absences or less in a specific class.**
* Listening Lab should be attended ONCE per week, starting in week 2 -7 (8 week session), and 2-6 in a 7 week session.

**Cell phone policy:** All cell phones/ portable electronic devices must be placed in the cell phone caddy at the *beginning of class.* There will be times when the teacher may ask you to get them in order to do a certain activity; however, pulling out a cell phone (*after the beginning of class when they should be in the caddy)* without teacher instruction to do so will result in an absence and/or request to leave the class. Similarly, all cell phones will be collected before tests and test review days, and the use of a cell phone during a test will result in an automatic zero on the test and an issuance of an academic dishonesty form to Dr. Stevens.

|  | **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. |

English Language Institute Effort Score Rubric