

Speaking & Listening – ESLP 1041

Fall 2009

Website Located at: <https://d2l.mu.edu/index.asp>

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Course Objectives

This course is designed to introduce you to the basics of advanced listening comprehension needed for success in the U.S. university context. The course provides you with extensive training and practice in understanding, interpreting, evaluating, and responding to information from lectures, everyday conversations, group discussions, and broadcast reports. It also offers you practice with phonology, vocabulary, and syntax, note taking, and summary writing. In addition to helping with listening comprehension, it seeks to increase your skills in spoken English through whole class discussions, group discussions, role-plays and oral presentations.

Course Learning Objectives

Upon completion of the course, you will be able to:

- better understand, interpret, evaluate, and respond to information from lectures, group discussions, everyday conversations
- take clear, concise, and well organized notes
- write a summary of a lecture from your notes
- lead and participate in a group discussion
- give an oral presentation to a class
- speak with better pronunciation (sounds, rhythm, reductions, stress, linking, intonation, etc.)

Course Materials

Contemporary Topics 3 (3rd ed.) by Beglar & Murray
Consider the Issues (3rd ed.) by Numrich

Grades

Final grades will be arrived at by averaging grades received on unit projects, a final exam, and participation and weighing them according to the percentages below.

Project #1	(due 9/29)	20%
Project #2	(due 10/20)	20%
Project #3	(due 11/17)	20%
Project #4	(due 12/7)	20%
Final Exam	(Fri. Dec. 18 3:30)	15%
Class participation		5%
Extra Credit (Optional)		5%

A	93-100%	(4.0)
AB	88-92%	(3.5)
B	83-87%	(3.0)
BC	78-82%	(2.5)
C	73-77%	(2.0)
CD	68-72%	(1.5)
D	60-67%	(1.0)
F	0-59%	

Projects

At the end of each unit in the course, you will submit a project that demonstrates your mastery of concepts and skills covered in the unit. Each project will consist of mostly out-of-class listening/speaking activities; however, each will also include at least one in-class component.

Extra Credit Option

If you would like to increase your grade by up to 5%, you can choose to do an extra credit project. You must plan to do this option by the 3rd week of class so it can be scheduled. See the "Extra Credit Options" page for more information.

Final Exam

You will take a comprehensive final exam for the course on **Friday, Dec. 18th from 3:30-5:30.**

Participation & Attendance

Class participation and attendance are extremely important to your success in the course, and you are required to attend and strongly encouraged to actively participate in all classes. **To help ensure that you attend class, if you miss more than 4 days of class, your final grade will be lowered by 2% points for each additional absence. And if you miss more than 6 days of class, you will be dropped from the course and given the grade "WA."** If you receive a "WA," you are no longer allowed to attend the class, and your academic transcript will indicate that you were withdrawn from the course for excessive absences. Also, please be on time for class! 2 late arrivals of more than 5 minutes will be the equivalent to 1 absence.

Late Policy

Unit Projects: Your unit projects are due on the due dates at the beginning of class. A late project will be lowered one complete letter grade (i.e. A to B) for each day it is late. If you are absent the day a project is due, you are responsible for ensuring that I receive it by the beginning of class; otherwise, it will be considered late. The only exception to this policy is if you have a verifiable, unavoidable absence.

Final Exam: No late final exam will be given except in the case of a verifiable, unavoidable absence. If you miss the final exam, you will receive a 0% for the missed exam.

Academic Honesty and Integrity

As a Jesuit institution, Marquette University considers academic honesty and integrity in academic pursuits essential and takes acts of academic dishonesty very seriously. Using the work (wording, organization, ideas) of someone else as your own without careful and accurate acknowledgement and/or allowing someone else to use your work is dishonest and unethical. **Using a paper from a previous class or a paper that someone else wrote or revised for you is unacceptable and is considered a violation of academic integrity.** Academic dishonesty can result in your receiving a failing grade on an assignment, failing a course, and/or being expelled from the university. See the "Undergraduate Bulletin" for a further explanation of the university's policy.

**Speaking & Listening—ESLP 1041
Fall 2009**

Extra Credit Option

Project Due Date: **by December 3rd**

Project Description:

To increase your grade by up to 5%, and give you an opportunity to practice English in an authentic environment, build cultural understanding, and participate in the community, you can choose ONE of the following extra credit options. In order to schedule it, you must decide if you will do this by the 3rd week of class, or September 17th.

- 1. **After School Volunteer at Highland Community School (hours 3:00-5:00)****

 - After School program director Mr. Barry Weber weberb92@yahoo.com to schedule meeting time.
 - Go to Highland Community School, located at 3030 W. Highland Blvd. and meet with the after school director Mr. Barry Weber to discuss the after school program needs and requirements & schedule your volunteer time. You can take the #31 bus going west on the corner of 17th St. and Highland Blvd. to get to the school. It is about 1& 1/4 miles away.
 - Volunteer 6 hours in the After School program. This can be done 1 hour at a time or 2 hours at a time.
 - Write a 1-2 page report about what you did as an after school volunteer and how it helped your American cultural understanding and English skills.
 - Give a 3-5 minute presentation about your experience as an after school volunteer.

- 2. **Cultural Lesson and Demonstration at Highland Community School (school hours are 8am-3pm)****

 - Contact Upper-Elementary instructor Ms. Jean Dellemann jmdellemann@gmail.com to schedule meeting time.
 - Go to Highland Community School, located at 3030 W. Highland Blvd. and meet with the upper-Elementary teacher, Ms. Jean to discuss your ideas for a cultural lesson and demonstration & schedule your lesson and demonstration times. Ms. Jean will tell you if your ideas will work for her class given the time & space constraints.
 - Prepare a short lesson about a cultural component from your country. This could include a lesson about a holiday in your country and the food that is eaten on that holiday. It could include a lesson about an artist/writer/musician from your country and an example of his or her work. It could include a lesson about your country's language/writing system and an example of it. Really, any cultural or historical aspect from your country can be put into a short lesson - remember your "students" are 9-11 year-olds. Your lesson should be interesting, NOT READ to the students, and include a visual aid of some kind.
 - On a separate visit to the school give a short demonstration that relates to your cultural lesson. For example, if you gave a lesson about music in your country, maybe your demonstration could be teaching the kids a traditional dance for that music. If your lesson was about how people dress in your country, maybe your demonstration could be showing the students how to wear traditional clothing from your country. Be imaginative and make it fun.
 - Write a 1-2 page report about what you did for your cultural lesson & demonstration and how it helped your American cultural understanding and English skills.
 - Give a 3-5 minute presentation to our class about your experience giving a cultural lesson & demonstration

Grading Rubric:

Written Report

(40 points)

Your written report will be worth 40 points and will be evaluated on (a) how clearly you explained your experience at Highland, (b) How thoroughly you reflected on the impact of your experience on your American cultural understanding and English skills

Oral Report

(40 points)

Your written report will be worth 40 points and will be evaluated on your ability to explain your experience at Highland to your classmates using good grammar, pronunciation, eye contact, and posture.

Preparedness / Participation

(20 points)

After your visits to Highland, I will contact Mr. Barry or Ms. Jean to discuss your volunteer work OR lesson and demonstration. Mr. Barry will report how well you participated as a volunteer, and Ms. Jean will report how well prepared you were with your lesson & demonstration.

Quick Speech Topics

Talk about your favorite kind of music.

OR

Talk about your favorite food.

Share a childhood memory about your birthday.

OR

Describe what you want to be doing in 10 years.

Talk about your favorite season.

OR

Talk about a religious experience you had.

Talk about your “perfect” day.

OR

Talk about an important holiday for you.

Tell about a time when you were lost.

OR

Describe how you want to spend the last year of your life.

Talk about something you like to do in your free-time.

OR

Describe your favorite trip/vacation.

Talk about where you would go in the world in you could go anywhere.

OR

Explain how to cook something you like to eat/cook.

Describe your ”perfect” romantic partner.

OR

Talk about something important your parents did for you.

Talk about something you are afraid of.

OR

Talk about something that makes you unique/special.

**Speaking & Listening – ESLP 1041
Fall 2009**

Unit #1 – Listening to and Taking Notes on Academic Lectures

Week 1	9/1	T	Class Introductions & Diagnostic Test <i>Homework:</i> Complete the “Student Information Sheet”, “Listening & Speaking Questionnaire”, and purchase your textbooks.
	9/3	R	Feedback on Diagnostic Test, Overview of Listening Process; Introduction to Listening to Lectures & Understanding Characteristics of Lectures <i>Homework:</i> Write 1 ½ - 2 pages in which you introduce yourself and your English listening & speaking skills to me. Specifically, discuss your past experiences as a listener and speaker, your present strengths and weaknesses as a listener & speaker, and the areas of your listening & speaking that you would like to improve.
Week 2	9/8	T	Explain Project #1 & How to Listen and Take Notes on Lectures <i>Homework:</i> Read the article on listening to lectures and begin working on Project #1.
	9/10	R	Practice Listening to Lectures and Note-taking & Evaluating Notes <i>Homework:</i> Work on Project #1.
Week 3	9/15	T	Using Notes to Write Summaries & Practice with Note-taking <i>Homework:</i> Work on Project #1.
	9/17	R	Additional Practice Listening to Lectures and Note-taking (Business) <i>Homework:</i> Work on Project #1.
Week 4	9/22	T	Additional Practice Listening to Lectures and Note-taking (Sociology) <i>Homework:</i> Work on Project #1
	9/24	R	In-Class Portion for Project #1 <i>Homework:</i> Finish Project #1, which is due on Tuesday
Week 5	9/29	T	<u>Project #1 Due</u> & To Be Announced

Speaking & Listening—ESLP 1041
Fall 2009

Project #1: Listening to Lectures

Project Due Date: **September 29, 2009**

Project Description:

An essential component of university listening is the ability to understand, interpret, evaluate, and remember information from classroom lectures through careful listening, note taking, and review of lecture notes and to be aware of what action you can take in order to improve your listening skills. To demonstrate your proficiency in these areas, for Project #1 you will:

3. Listen to and take notes on 3 of these lectures from Contemporary Topics: 3.
 - Unit #2, “The Genius Within”
 - Unit #3, “Social Status: Flaunting Your Success”
 - Unit #5, “Memory”
 - Unit #9, “Animal Communication”
4. Complete “Vocabulary Preview,” “Before You Listen,” “Listening for Main Ideas,” and “Listening for Details” for each lecture you take notes on. *Be sure you complete ALL the required items.*
5. Write 1-paragraph summary for each lecture you take notes on.
4. Take an in-class test for Unit #1. On this test, you will take notes on a short lecture and then take a quiz over the lecture.

Grading Rubric:

Notes **(30 points)**
Each set of notes will be worth 10 points and will be evaluated on (a) completeness, (b) accuracy, (c) organizational features, and (d) symbols and abbreviations.

Exercises from Contemporary Topics: 3 **(15 points)**
Each set of exercises for each unit is worth 5 points, according the percent of correct answers.

Summaries **(15 points)**
Each summary will be worth 5 points and will be evaluated according to (a) title and thesis of the lecture (0-1) and main points of the lecture (0-4).

Notes and Quiz on an In-Class Lecture **(40 points)**
The notes will be worth 30 points and the quiz will be worth 10 points.

**Speaking & Listening – ESLP 1041
Fall 2009**

Unit #2 – Everyday Interactions Schedule

Week 5	9/29	T	Project #1 Due & Understanding the Characteristics of Everyday Interactions & Greetings, Small Talk, & Leave-takings <i>Homework: None.</i>
	10/1	R	Greetings, Smalltalk, & Leave-taking continued <i>Homework: None</i>
Week 6	10/6	T	Making & Responding to Requests & Making & Asking for and Responding to Requests for Advice; Everyday Interaction Practice; Explain Project #2 <i>Homework: Work on Project #2.</i>
	10/8	R	Responding to Invitations and Complimenting & Responding to Compliments; Everyday Interaction Practice <i>Homework: Work on Project #2.</i>
Week 7	10/13	T	Apologizing & Responding to Apologies & Complaining & Responding to Complaints; Everyday Interaction Practice <i>Homework: Work on Project #2.</i>
	10/15	R	In-Class Test for Project #2 – Video Analysis & Multiple Choice Test for Project #2 <i>Homework: Work on Project #2 – due Thursday.</i>
Week 8	10/20	T	Project #2 Due In-Class Everyday Interaction Role-plays for Project #2 .
	10/22	R	No Class – Midterm Break <i>Homework: None.</i>

Speaking & Listening—ESLP 1041
Fall 2009

Project #2: Everyday Interactions

Project Due Date: **October 20, 2009**

Project Description:

An essential and often overlooked component of university listening is the ability to understand and to respond to people in everyday interactions that take place in the classroom, on campus, and in the larger community. These everyday interactions are often categorized according to what are known as “speech acts.” They require active participation in a culturally appropriate way according to the context. To demonstrate your proficiency in these areas, for Project #2 you will:

1. Initiate **5** everyday interactions with 5 different people and *briefly* write about your experiences. Each interaction must contain a different **primary** speech act covered in class. For each everyday interaction:
 - (1) Describe the everyday interaction. (Who were the participants? What was/is your relationship? What happened in the interaction?)
 - (2) Identify the speech act(s) that you used in the interaction.
 - (3) Explain whether each speech act was successful or unsuccessful and whether the interaction was successful overall for you and the other person(s). Be sure to EXPLAIN your reasoning.
2. Actively participate in class in **2** everyday interaction role-plays containing several speech acts.
3. Evaluate yourself **after** your in-class everyday interaction role-plays.
4. Take an in-class test over everyday interactions. The test will consist of 20-question multiple-choice questions on the in-class lectures and handouts and an analysis of a videotaped interaction.

Grading Rubric:

Analysis of Interactions Outside of Class

(25 points)

Each analysis will be worth 5 points: (a) description of everyday interaction (0-1 pts), (b) identification of speech act(s) (0-1pts), and (c) explanation about whether each speech act and the everyday interaction was successful or unsuccessful for you and the other person(s) (0-3 pts).

Everyday Interaction Role Plays

(40 points)

You will receive a separate evaluation for your speaking and listening skills. Each part of the evaluation will be worth 20 pts. Those who receive mostly “3”s will receive an A; those who receive mostly “2”s will receive a B, and those who receive mostly “1”s will receive a C.

Everyday Interaction Self-Evaluation

(10 points)

Your evaluation will be worth 10 points. You will be graded according to how well and how completely you fill out the evaluation sheet. Those who complete the sheet well will receive all the points.

In-Class Test

(25 points)

You will receive between 0-20 points for the 20-point multiple-choice questions and 0-5 points for (a) description of everyday interaction (0-1 pts), (b) identification of speech act(s) (0-1pts), and (c) explanation about whether each speech act and the everyday interaction was successful or unsuccessful for you and the other person(s) (0-3 pts).

**Speaking & Listening – ESLP 1041
Fall 2009**

Unit #3 – Participating in Group Discussions Schedule

Week 9	10/27	T	Introduction to Listening & Speaking in Group Work & Understanding the Characteristics of Group Work <i>Homework:</i> None.
	10/29	R	Roles in Group Work: Leader, Listener, & Speaker & Practice Group Discussion; Explanation of Unit Project #3 <i>Homework:</i> look over the “Group Work Expressions” handout, and begin working on Project #3.
Week 10	11/3	T	Listening to a Lecture & Practice Group Discussion <i>Homework:</i> Work on Project #3.
	11/5	R	Listening to a Lecture & Practice Group Discussion <i>Homework:</i> Work on Project #3.
Week 11	11/10	T	Listening to a Lecture & Practice Group Discussion <i>Homework:</i> Work on Project #3.
	11/12	R	In-Class Portion of Project #3 <i>Homework:</i> Finish Project #3, which is due on Tuesday
Week 12	11/17	T	<u>Project #3 Due & To Be Announced</u> <i>Homework:</i> none.

**Listening – ESLP 1041
Fall 2009**

Unit #4 – Listening To and talking About News Reports Schedule

<i>Week 12</i>	11/17	T	Project #3 Due & Introduction to Listening to News Reports & Understanding the Characteristics of News Reports <i>Homework:</i> None.
	11/19	R	Explanation of Project #4 & Practice Listening to a Sample News Report <i>Homework:</i> Work on Project #4.
<i>Week 13</i>	11/24	T	Practice Listening to News Reports <i>Homework:</i> Work on Project #4.
	11/26	R	NO CLASS – Thanksgiving Break <i>Homework:</i> Work on Project #4.
<i>Week 14</i>	12/1	T	Sample Oral Presentation of a News Report & Overview of Presentation Basics; Practice Listening to a News Report (if time allows) <i>Homework:</i> Work on Project #4.
	12/3	R	Explanation of Final Exam & Final Course Evaluation; Practice Listening to a News Report (if time allows) All Extra Credit Projects must be done & Turned in by Today <i>Homework:</i> Finish preparing your presentation & Project #4, which is due on Tuesday.
<i>Week 15</i>	12/8	T	In-Class News Report Presentations; Project #4 Due; <i>Homework:</i> Begin Preparing for Final Exam
	12/10	R	In-Class News Report Presentations <i>Homework:</i> Prepare for the Final Exam.

Final Exam:

Speaking & Listening—ESLP 1041
Fall 2009

Project #4: Listening to News Reports

Project Due Date: **December 8, 2009**

Project Description:

Although less commonly used in the classroom, news reports are important listening sources for university students. They can give you insights into topics of current concern to Americans and help provide you with American “cultural knowledge” which is often required to fully understand classroom lectures, discussions, and readings. Like university lectures and group work, listening to news reports require literal comprehension, critical evaluation of information presented, and the ability to summarize and share what you learn. To demonstrate your proficiency in these areas, for Project #4 you will:

1. Listen to and take notes on 3 radio news reports from Consider the Issues.
 - Unit #5, “What’s Happening to Home?”
 - Unit #8, “Medicine by the Minute”
 - Unit #9, “Facing the Wrong End of a Pistol”
2. Complete “Vocabulary,” “Task Listening,” “Listening for Main Ideas,” “Listening for Details,” “Listening for Inferences” for each lecture you take notes on.
3. Give a 6-8 minute presentation on a recent news report from NPR or PBS that interests you. You should (a) give a brief introduction, (b) summarize the report, (c) explain what you think is significant about the report, and (d) give a brief, logical conclusion. *Be sure to indicate the date & program.*
4. Evaluate 1 of your peers during the oral presentations.

Grading Rubric:

Notes

(15 points)

Each set of notes will be worth 5 points and will be evaluated for: (a) completeness, (b) accuracy, (c) organizational features, and (d) symbols and abbreviations.

Exercises from Consider the Issues

(15 points)

Each set of exercises for each unit is worth 5 points, according to the percentage of correct answers.

Presentation on News Report

(50 points)

You will receive an evaluation based on your language skills, delivery, content, and organization. Your presentation will be mainly based on the content & organization.

Peer Evaluation

(10 points)

You will evaluate a peer’s presentation and will be graded according to how thoroughly you fill out the evaluation sheet.

Self Evaluation

(10 points)

You will evaluate your own presentation and will be graded according to how thoroughly you fill out the evaluation sheet.