

Combined Skills Content Course-B-Level/CLB 5-8

Listening/Reading

B-level/CLB 5-8 Academic Listening & Reading:

Course description: The combined skills content course supplements the listening and reading skills taught in the 060 and 070 classes. The B level combined skills content course focuses on assisting students in honing academic skills to properly prepare them for academic study. Assessments of students in this class are optional and are used to gauge acquisition of information and skills and not as determinants for achievement of Student Learning Outcomes or level movement. Assessments used can include small quizzes, homework assignments, and in-class activities. There are, therefore, no Student Learning Outcomes for this course. Instead, objectives will be used to inform instructional planning. Students will only be assessed on attendance and participation.

Participation and attendance will be assessed on the following scale:

- 100% - appearance in class and full participation (completion of homework assignments and active engagement in class discussion and class activities)
- 60% - appearance in class but participation is lacking or absent (homework is not complete, they do not engage in class discussions, they do not engage in class activities, and/or they come late/leave early)
- 0% no appearance in class

Goals:

Goals are the overall proficiency that students will be able to achieve by the end of the course.

1. The listener can demonstrate through spoken, written, or gestural production, that they can recognize and interpret moderately complex spoken English in everyday, academic, and professional settings.
2. The reader can demonstrate through spoken, written, or gestural production, that they can read and interpret moderately complex academic texts in predictable, practical, and relevant academic situations.

“Moderately complex” texts are those that:

- are mostly concrete, factual, and descriptive
- use mostly common vocabulary with some abstract specialized vocabulary and idioms
- are occasionally supported by visuals
- are relatively short

Objectives:

Objectives are specific curricular elements taught through content and activities that permit students to acquire knowledge and specific language functions and skills related to a specific topic or cultural situation. Objectives serve as descriptive guides for day-to-day, in-class implementation. They include examples that can be used during lessons.

Listening:

A. Students can identify, follow, and interpret academic interactions, such as presentations, classroom discussions, academic lectures, or debates.

Students should be able to:

- Follow a lecture or talk, provided the subject matter is familiar and that the presentation is straightforward and clearly structured
- Participate in small group and classroom discussions based on textbook and teacher generated materials
- Participate in academic encounters, such as talking to a professor or university administrator
- Recognize and interpret rhetoric specific to academic conversations, such as slang, idiomatic expressions, and colloquialisms

B. Students can take notes from an academic interaction, such as a presentation, a classroom discussion, an academic lecture, or a debate.

Students should be able to:

- Identify key points and main ideas of an audio text
- Take precise notes for use at a later date, provided the topic is clear and well-structured
- Use a variety of note-taking methods to suit the topic being discussed, such as the Cornell method, the outline method, students' personal note-taking methods, using charts and graphs, etc.

Reading:

A. Recognize and interpret moderately complex academic texts, such as essays, textbooks, short and simple peer-reviewed articles, books for research purposes, etc.

Students should be able to:

- Identify main ideas
- Identify concrete and abstract details
- Identify organization of a text, such as introduction, body, conclusion, connective devices, and genre formatting
- Identify contextual and formatting clues to interpret and analyze texts

- Use advanced reading strategies to identify information from the text, such as reading between the lines, identifying literal versus inferential details, making inferences, drawing conclusions, predicting outcomes, skimming, scanning, close reading, and speed reading

B. Students can identify and interpret linguistic, rhetorical (purposes and authors' intents), and stylistic devices for narrating, reporting, describing, and arguing a point in moderately complex texts

Students should be able to:

- Identify concrete, idiomatic, and technical vocabulary related to common knowledge, facts, opinions, feelings, and basic concepts
- Identify vocabulary related to level of formality of text
- Identify genre and style of the text based on linguistic, rhetorical, or stylistic