

I. PHILOSOPHY/GOALS

This course will enable the students to acquire a substantial comprehension level in listening skills- They will use cassette tapes, handout activities, listen to stories and presentations, retell what they heard and participate in various games to sharpen their listening skills, and complete activities based on listening.

II. STUDENT PERFORMANCE OBJECTIVES/OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Demonstrate substantial listening skills aimed at accuracy.
2. Discern and discriminate words, sounds, and meanings.
3. Demonstrate improvement in vocabulary.
4. Demonstrate comprehension of material listened to.
5. Show improvement in pronunciation and spelling of words.
6. Retell and paraphrase material listened to.
7. Demonstrate use of college level English when demonstrating listening skills.

III. TOPICS TO BE COVERED

1. Pronunciation and spelling of words that confuse.
2. Homonyms and their differences.
3. Listening to a story to discover the message.
4. Listening to a story for retelling.
5. Listening to discover important points and facts.
6. Listening to paraphrase and summarize the content.
7. Listening to discover/comprehend a pattern (e.g. time order).
8. Listening in order to make inferences.

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES**1. Pronunciation and Spelling of Confusing Words**Learning Activities

Listen to instructor's presentation on how words can be confusing. Participate in activities that examine and discuss confusing words. Listen to the sounds of the words to discern the differences in pronunciation.

Resources

Handouts prepared by the instructor, pen, pencil, notepaper, markers, newsprint.

2. Homonyms and Their Differences

Learning Activities

Listen to instructor's presentation on homonyms and their differences in spelling and meanings. Participate in exercises and activities that give practice in identifying the various homonyms. Participate in exercises that demonstrate uses of different homonyms in order to show comprehension of the words.

Resources

Handouts prepared by the instructor, pen, etc.

3. Listening to a Story to Discover the Main Message

Learning Activities

Listening to the instructor explain the importance of knowing the main message in a presentation. Listening to stories, etc. in order to hear the main idea. Participate in listening and telling stories (jokes, etc.) that give practice in discovering the main message. Participate in group activities and games that will require listening skills and report findings to rest of class.

Resources

Stories from books chosen by the instructor and the students. Sentences and short paragraphs from books that help to sharpen listening skills. Cassette tapes of stories, songs, etc.

4. Listening to a Story for Retelling

Learning Activities

Listening to presentation by the instructor about how they can improve listening skills by paying attention to a story and then retelling it. Participate in activities done in pairs and groups that will give practice in listening to stories told by each other with the listener retelling the story. Begin with short stories, then proceed to longer ones with more material.

Resources

Cassette tapes of songs, stories.
Personal stories and/or stories found in books.

5. Listening to Discover Important Points and Facts

Learning Activities

Listen to instructor's presentation on importance of discovering important information by listening. Participate in pairs and group activities that give practice in discovering points and facts. Compare results. Participate in written recording of points/facts based on a listening activity.

Resources

Cassette tapes of stories, songs, etc.
Handouts prepared by instructor, pen.
Written material from books, newspapers, magazines.

6. Listening in Order to Paraphrase and Summarize

Learning Activities

Listen to presentation by instructor about listening in order to retell content in own words and to summarize by presenting main points. Participate in individual and group activities that involve listening to material then presenting in own words as well as summarizing content according to main points. Listening to presentations in class and on cassettes or videos, then paraphrase and summarize the points.

Resources

Cassettes, videos chosen by the instructor.
Stories from books, newspapers, television.
Watch a television show and summarize points, then present findings to class.

7. Listening in Order to Discover and Comprehend a Pattern

Learning Activities

Listen to instructor's presentation of how to discover and understand the pattern used by a presenter. Participate in activities that provide practice in finding and identifying a pattern such as time order, comparing and contrasting, etc. Participate in individual and group work that provides practice in listening for patterns. Listen to a radio program or television program and report findings to class. Listen to songs on cassette tapes to discover patterns.

Resources

Television shows or documentary, cassette tapes of songs/stories, stories from books and magazines.

8. Listening in Order to Make InferencesLearning Activities

Listen to instructor's presentation on how to make inferences based on listening. Listen to material that requires students to make "educated guesses" about the messages contained in the material. Listen to material noting the tone of voice and body language of the presenter and make inferences based on these observations.

Resources

Videos, television presentations.
Class presentations.

V. REQUIRED STUDENT RESOURCES

To be provided by the instructor.

VI. EVALUATION METHOD

The final grade will be based on the following:

Weekly testing, written exercises based on listening	50%
Participation and attendance	20%
Final exam	30%
TOTAL	100%

VII. COLLEGE EVALUATION SYSTEM

Letter grades for transcript purposes will be calculated as follows:

90% - 100%	=	A+
80 - 89%	=	A
70 - 79%	=	B
60 - 69%	=	C
Less than 60%	=	R (Repeat of course)

VIII. SPECIAL NOTES

**Students with special needs (e.g. physical limitations, visual impairments, hearing impairments) are encouraged to discuss required accommodations confidentially with the instructor.

** It is the responsibility of the student to inform that instructor if he/she must be absent when a test and/or exam has been scheduled. The reason must be serious and unavoidable. Proof may be required to validate absence.

**All students are expected to attend classes regularly.