Course Objectives, Student Learning Outcomes, and Promotion Requirements

Interpretation of Achievement Scale – Communication Skills Level 3

The goal of Communication Skills Level 3 is for students to continue to building upon their foundation of basic oral communication skills. By the end of Speaking Level 3, students will be able to:

--Demonstrate increased listening discrimination.
--Demonstrate conversation comprehension and participation.
--Demonstrate familiarity with intermediate English sounds and word/phrase identification and production.

Communication Skills Level 3 Teaching Objectives:

1. Develop student listening abilities in order for them to predict main ideas and state opinions in short conversations:
   1.1 Listen to check for predictions.
   1.2 Listen for main ideas in short spoken passages.
   1.3 Identify word stress in English.
   1.4 Listen for and correctly identify word and sentence stress in lower-intermediate level conversations.
   1.5 Listen for and correctly identify intonation patterns in lower-intermediate level conversations.
   1.6 Listen for and use correctly the third person singular.
   1.7 Listen for and use blended sounds of There is/ There are.

2. Develop students’ listening abilities in order for them to identify key ideas in audio recordings/videos and in spoken conversations:
   2.1 Listen for and correctly identify main ideas and details in lower-intermediate level listening passages.
   2.2 Listen for and summarize information from lower-intermediate level listening passages.
   2.3 Demonstrate understanding of numbers and dates in lower-intermediate level listening passages.
   2.4 Demonstrate a basic understanding of –ed pronunciation.

3. Develop speaking ability in social and academic contexts while expanding a related vocabulary base:
   3.1 Effectively participate in social conversations.
   3.2 Effectively develop oral presentation skills in English.
   3.3 Effectively use present continuous in conversations.
   3.4 Effectively use simple past in conversations.
   3.5 Effectively participate in classroom group discussions.
   3.6 Give a prepared presentation to the class using a visual aid and lasting a minimum of two minutes.
   3.7 Give a one-minute impromptu talk to classmates based on a prompt.
   3.8 Clarify and ask for clarification in classroom speaking tasks using targeted expressions.
   3.9 Ask for and give advice, make suggestions and make complaints in classroom speaking tasks using targeted expressions.
   3.10 Listen for and correctly identify examples, reasons, opinions, frequency, and sequence in lower-intermediate level listening passages.
   3.11 Recognize and correctly identify/write key words from a lower-intermediate level listening passage in guided tasks.
   3.12 Describe events that happened in the past.
3.13 Discuss a current plan.
3.14 Review –s/-es sounds for the Third Person Singular.

Course Evaluation

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Tests</td>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Class Activities</td>
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<tr>
<td>Comprehensive Final Exam</td>
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Communication Skills Level 3 Student Learning Outcomes to Formally Assess:

Students will be able to:
- Listen for and correctly identify word and sentence stress in lower-intermediate level conversations.
- Listen for and correctly identify intonation patterns in a lower-intermediate level conversation.
- Listen for and correctly identify main ideas and details in lower-intermediate level listening passages.
- Make accurate inferences and predictions about lower-intermediate level listening passages.
- Listen for and correctly summarize information from lower-intermediate level listening passages.
- Demonstrate an understanding of numbers and dates in lower-intermediate level listening passages.
- Effectively participate in social conversations.
- Effectively participate in classroom group discussions.
- Clarify and effectively ask for clarification in classroom speaking tasks correctly using targeted expressions.
- Effectively ask for and give advice, make suggestions and make complaints in classroom speaking tasks correctly using targeted expressions.
- Correctly use targeted expressions in classroom speaking tasks to express opinions and agree/disagree.
- Correctly use appropriate stress and intonation in questions and statements during classroom speaking tasks.
- Correctly use common speech reductions ing-endings and want to in classroom speaking tasks.
- Correctly use and basic understanding of –ed pronunciation.

Grading Scale

<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>AVERAGE</th>
<th>REPEAT</th>
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<tbody>
<tr>
<td>A+</td>
<td>B+</td>
<td>C+</td>
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<td>0-70</td>
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<tr>
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<td>B</td>
<td>C</td>
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<td>A-</td>
<td>B-</td>
<td>C-</td>
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<tr>
<td>92-94</td>
<td>82-84</td>
<td>71-73</td>
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The student demonstrates level-appropriate English ability that is almost always accurate and is characterized by a strong competence in the SLOs listed above.

The student demonstrates level-appropriate English ability that is generally accurate and is characterized by a competence in the SLOs listed above.

The student demonstrates level-appropriate English ability that is somewhat accurate and is characterized by an emerging competence in the SLOs listed above.

The student does not demonstrate level-appropriate English ability and is incompetent in the SLOs listed above.
<table>
<thead>
<tr>
<th>Communication Skills Level 3 Requirements for Promotion</th>
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<tbody>
<tr>
<td>1. Students must pass the class with a cumulative grade of C- (71%) or better.</td>
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