ESL 352: PRONUNCIATION

Originator

chsmith

Justification / Rationale

The ESL department is requesting to change all department caps from 29 to 24 to realign with English and ensure the same level of student success in meeting AB 705 requirements. Minor revision and editing completed to align overlay non-credit version of course, but no substantial academic changes made.

ESL Course Cap Change Rationale-

Since the implementation of AB 705, College of the Desert has eliminated all English and ESL (credit) placement tests and adopted an integrated English & ESL self-guided placement tool/multiple measure approach that relies on self-selection of ESL and English courses. In 2019/20, the Curriculum committee approved the English Department's reduction of course caps from 29 to 24 in an effort to promote student success in light of AB 705's impact; these changes were based on recommendations put out by the Chancellor's Office. ESL, as part of the English/ESL Department, offers a parallel instructional tract to English 1A. The ESL department is requesting to change all department caps from 29 to 24 to realign with English and ensure the same level of student success in meeting AB 705 requirements.

As part of anticipation of AB 705, ESL previously removed the lowest level of Academic Reading & Writing and Grammar. This has resulted in more under-prepared students in the remaining two levels.

Additionally, in 2019/20 with the support of ESL, the International Office was approved to accept provisional students with below COD minimum International English placement test scores; this has also resulted in an increase of under-prepared students being placed into ESL.

In 2020 in response to the pandemic and changes in student visa entrance, the International Office began promoting COD online for students still abroad. This has created a new international student living in their home country who needs a significantly higher student support by instructors. Currently 1/8-1/4 of ESL enrollment is made up of these students.

2019/2020 Success and retention scores dropped from the previous five years. ESL believes that smaller class sizes will help to improve those retention and success scores and ultimately help COD meet the requirements of increasing the number of students able to satisfy AB 705 requirements.

Resources:

Assessment and placement at California Community Colleges is changing: https://assessment.cccco.edu/

From: Laura L. Hope, Executive Vice Chancellor, Educational Services and Support

RE: Assembly Bill (AB) 705 Implementation

Assembly Member Irwin introduced AB 705, which was passed by the legislature and signed into law by Governor Brown in October of 2017. This bill is designed to accomplish several important outcomes that are paramount to the Chancellor's Vision for Success:

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year.

2. Minimize the disproportionate impact on students created through inaccurate placement processes.

3. Increase the number of students completing transfer-level English within three years.

Because strategies to achieve these outcomes must be implemented by the fall of 2019 (fall of 2020 for ESL), faculty, staff, and administrators will need to actively engage various aspects of developmental education reform: assessment and placement, curricular design, co-curricular design, and non-curricular support. Colleges should see this as an urgent call to innovate in order to serve their communities with the expectation that after two years, collected data will show improved rates of completion of transfer-level English and mathematics attainment.

Colleges must move from a system that utilizes assessment for placement schema that demand demonstration of skill to one where the assessment for placement schema is a predictor of success in a course. Research has demonstrated that indicators like overall high school GPA, individual course-taking performance, and course-taking patterns have equal or superior predictive value than the traditional assessment tests because they are a better reflection of students' capacity. High school performance metrics have been shown to be most predictive, especially when the student is within ten years of high school graduation.

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FROM: Alice Perez, Vice Chancellor, Educational Services & Support

RE: Assembly Bill 705 and 1805 Spring 2019 Guidance Language for Credit English as a Second Language AB 705 Statement on Placement: The law does not require the elimination of placement tests for ESL at this time, nor does the law disallow the use of placement tests for students. Placement tests for credit ESL are not discriminatory under AB 705 or California Education Code.

Multiple Measures: Per AB 705, "Colleges are also required to use multiple measures in determining course placement pursuant to Section 55522 of Title 5 of the California Code of Regulations" (Section 1.(a)(10)).

Accuplacer: Approval for Accuplacer for ESL will not be renewed after Spring 2020. COLLEGE OBLIGATIONS UNDER AB 1805 FOR CREDIT ESL Per AB 1805, as a condition for receiving Student Equity and Achievement Program funding, colleges are required to:

• "inform students of their rights to access transfer-level coursework and academic credit English as a Second Language (ESL) coursework" (AB 1805 Section 1.78221.5 (a) (1)

• inform students of the benefits of both English and ESL pathways "in language that easily understandable, and shall be prominently featured in the community college catalog, orientation materials, information related to students assessment on the community college's Internet Web site, and any written communication by a college counselor to a student about the student's course placement options." (AB 1805 Section 1.78221.5 (a) (2).

Summary: Institutions should-
• Create stronger connections and greater equity between credit ESL and English faculty, as well as credit ESL and non-credit ESL faculty.
• Colleges should consider implementing a guided self-placement process that determines whether a student will benefit from proceeding into transfer-level English or into credit
• ESL courses as well as a separate process that determines the most appropriate course to begin in the credit ESL sequence, and maintain a designated space where students may engage this process.
• Colleges should explore curricular revisions that integrate reading and writing, shorten longer sequences, explore transfer GE credit, and create credit certificate programs that recognize student accomplishments on their way to their final educational goal. Colleges should be proactive and anticipate options for scheduling to maximize success for students enrolled in credit ESL courses.
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Effective Term
Spring 2022

Credit Status
Noncredit

Subject
ESL - ESL Credit

Course Number
352

Full Course Title
Pronunciation

Short Title
PRONUNCIATION

Discipline

Disciplines List
English as a Second Language (ESL)

Modality
Face-to-Face
100% Online
Hybrid

Catalog Description
This course, for Non native Speakers of English, focuses on pronunciation of phonetic sounds, syllable stress, word pattern stress, rhythm and intonation of Standard American English for effective communication.

Schedule Description
This course, for Non native Speakers of English, focuses on pronunciation of phonetic sounds, syllable stress, word pattern stress, rhythm and intonation of Standard American English for effective communication.

Non-credit Hours
162

Lecture Units
0

Lab Units
0

In-class Hours
54

Out-of-class Hours
108

Total Course Units
0
Total Semester Hours
162

Override Description
noncredit

Required Text and Other Instructional Materials
Resource Type
Web/Other
Open Educational Resource
Yes

Year
2020

Description
All OER original and online resources procured after completing Guided Pathways Pillar IV OER review process with other ESL courses.

Class Size Maximum
24

Course Content
1. Consonant and vowel sounds in standard American English
2. Voiced and unvoiced consonants
3. Stressed and unstressed vowels
4. Use of dictionary for pronunciation purposes
5. Word endings
6. Syllable stress
7. Word Stress- Thought groups and focus words
8. Rhythm in phrases and sentences

Course Objectives

	Objectives
Objective 1	Recognize and produce English individual and blended consonant and vowel sounds.
Objective 2	Differentiate between voiced and voiceless sounds.
Objective 3	Produce appropriate vowel length sounds related to voiced/voiceless consonant endings.
Objective 4	Demonstrate understanding of syllable stress in multi-syllable words.
Objective 5	Recognize differences of meanings by different syllable stress.
Objective 6	Recognize intonation patterns in words and phrases.
Objective 7	Demonstrate the ability to apply clarification and self-correction strategies in conversation.
Objective 8	Create and present short dialogues and presentations to demonstrate clarity of pronunciation.
Objective 9	Demonstrate oral and aural comprehension of face-to-face social conversations and telephone conversations.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Demonstrate phonetic awareness to pronounce new vocabulary words.
Outcome 2	Apply usage of pronunciation rules, stress, rhythm, and intonation in conversations and presentations.
Outcome 3	Demonstrate comprehnsion of the majority of face-to-face speech in standard dialect and at a close to normal rate.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Demonstration, Repetition/Practice	Creation of videos repeating and practicing learned pronunciation concepts.
Activity	Pronunciation games practicing learned pronunciation concepts.
Technology-based instruction	Use of LMS system for readings, posting assignments, discussion, and quizzes.
Lecture	Lecture on pronunciation concepts in-class and through LMS.
Discussion	Practice speaking and using learned pronunciation concepts.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Presentations/student demonstration observations	4 Video and/or in-class presentations requiring usage of pronunciation concepts.	In and Out of Class
Tests/Quizzes/Examinations	Quizzes upon completion of each Pronunciation unit.	In and Out of Class
Group activity participation/observation	Demonstration of participation in partner and small group exercises and games.	In and Out of Class
Other	Out-of-class hours will be accounted for electronically through the learning management system.	Out of Class Only

Assignments

Other In-class Assignments

Partner activities to practice learned pronunciation rules.
- Reciting poetry to practice stress, rhythm, and intonation
- Accent analysis

Other Out-of-class Assignments
- Complete assigned homework from text exercises on LMS.
- Create short videos and self-assessment.
- Practice poems, film lines, song lines Learn poems and apply pronunciation annotations.

Grade Methods
Pass/No Pass Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %
50
On-campus %
50

Instructional Materials and Resources

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages

Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Weekly announcements

External to Course Management System:

Direct e-mail
E-portfolios/blogs/wikis
Posted audio/video (including YouTube, 3cmediasolutions, etc.)
Synchronous audio/video
Teleconferencing
Telephone contact/voicemail

For hybrid courses:
Scheduled Face-to-Face group or individual meetings

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Regular effective contact will be maintained by substantial student-to-student, student-to-instructor, and instructor-to-student in each weekly module:
• Providing direct instruction with opportunity for questions
• Assessing or providing feedback on a student's module assignments
• Providing information or responding to questions about the module lesson via email and office hours
• Facilitating and participating in a group discussion regarding the module lesson

Other Information

MIS Course Data

CIP Code
32.0108 - Developmental/Remedial English.

TOP Code
493086 - English as a Second Language – Speaking/Listening

SAM Code
E - Non-Occupational

Basic Skills Status
Basic Skills

Prior College Level
Two levels below transfer

Cooperative Work Experience
Not a Coop Course

Course Classification Status
Other Non-credit Enhanced Funding

Approved Special Class
Not special class

Noncredit Category
English as a Second Language

Funding Agency Category
Not Applicable

Program Status
Program Applicable

Transfer Status
Not transferable

Allow Audit

Yes

Repeatability

Yes

Repeatability Limit

NC

Repeat Type

Noncredit

Justification

Noncredit

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

Discussion of Course Cap Change English-ESL Department.docx

Approvals

Curriculum Committee Approval Date

03/18/2021

Academic Senate Approval Date

03/25/2021

Board of Trustees Approval Date

04/16/2021

Chancellor's Office Approval Date

07/13/2021

Course Control Number

CCC000580632

Programs referencing this course

Advanced Academic English as a Second Language Noncredit Certificate of Competency (http://catalog.collegeofthedesert.eduundefined/?key=160)