New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

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| --- | --- |
| **Title of Proposal** | **Oral Expression for English Language Learners** |
| **Date** | **31 January 2017** |
| **Major or Minor** | **Minor** |
| **Proposer’s Name** | **Alan Huffman / Lubie Alatriste** |
| **Department** | **English** |
| **Date of Departmental Meeting in which proposal was approved** | **1 December 2016** |
| **Department Chair Name** | **Nina Bannett** |
| **Department Chair Signature and Date** | electronic signature**Feb 6, 2017** |
| **Academic Dean Name** | **Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** | 2/23/17 |
| **Brief Description of Proposal**(Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | —Change name from “Oral Communication Skills for English Language Learners” to “Oral Expression for English Language Learners”—Revise course description as herein specified |
| **Brief Rationale for Proposal**(Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | —Update the course description—Align this course description with Pathways Flexible Core requirements |
| **Proposal History**(Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | This is a new minor curriculum modification proposal. |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal
 | X |
| * Rationale for proposal
 | X |
| * Date of department meeting approving the modification
 | X |
| * Chair’s Signature
 | X |
| * Dean’s Signature
 | X |
| Evidence of consultation with affected departmentsList of the programs that use this course as required or elective, and courses that use this as a prerequisite. | n/a |
| Documentation of Advisory Commission views (if applicable). | n/a |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes.  |  |
| Detailed rationale for each modification (this includes minor modifications) |  |

New course description to read as follows:

ESOL 1300 Oral Expression for English Language Learners. 2 cl hrs, 2 lab hrs, 3 cr.

This course is designed to enable students, especially those of non-English-speaking backgrounds, to express themselves clearly and efficiently in the oral mode, in academic and creative contexts. Emphasis is on phonetic tools, and the course includes lab time. This work is implemented through the use of recordings, individual and group drills in sound discrimination and production, dialogues, oral readings and recitations, group discussions, peer evaluation, and brief oral reports. Prerequisites: A score of 32 or higher on the CUNY Assessment Test in Writing (CATW); and CUNY proficiency in reading or department approval. Students who have earned credit for COM 1320 may not obtain degree credit for ESOL 1300.

Rationale:

ESOL 1300 has a long history as the keystone of the Speech component of the College ESL curriculum. It is the only credit-bearing ESOL course, with a content based in the science of phonetics. It serves a crucial purpose in preparing non-native-English-speaking students for the COM course that all must take to graduate and to meet their oral communication needs in other college courses and in their careers after graduation. It was part of the former Liberal Arts Core Curriculum. Its content has evolved over the years to fit the requirements of its students and University standards. The purpose of the present proposal is to update the long-unrevised catalog description to fit the current state of the course and to prepare for its submission to the Common Core in the Creative Expression category.

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** |  |  |  |
| **FROM** |  | **TO** |  |
| **Department(s)** |  | **Department(s)** |  |
| **Course** | **~~ESOL 1300: Oral Communication Skills for English Language Learners~~** | **Course** | **ESOL 1300: Oral Expression for English Language Learners** |
| **Pre or co requisite**  |  | **Pre or co requisite**  |  |
| **Hours** |  | **Hours** |  |
| **Credits** |  | **Credits** |  |
| **Description** |  **~~A course designed specifically to improve the pronunciation and listening skills of non-native speakers of English. Emphasis is on distinguishing and producing the sounds, stress and intonation patterns of American English.~~**  | **Description** | **This course is designed to enable students, especially those of non-English-speaking backgrounds, to express themselves clearly and efficiently in the oral mode, in academic and creative contexts. Emphasis is on phonetic tools, and the course includes lab time. This work is implemented through the use of recordings, individual and group drills in sound discrimination and production, dialogues, oral readings and recitations, group discussions, peer evaluation, and brief oral reports.**  |
| **Requirement Designation** |  | **Requirement Designation** |  |
| **Liberal Arts** | **[ ] Yes [ ] No**  | **Liberal Arts** | **[ ] Yes [ ] No**  |
| **Course Attribute (e.g. Writing Intensive, Honors, etc** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc** |  |
| **Course Applicability** |

|  |  |
| --- | --- |
| **[ ] Major** |  |
| **[ ] Gen Ed Required** |
| **[ ] English Composition** |
| **[ ] Mathematics** |
| **[ ] Science** |
| **[ ] Gen Ed - Flexible** |
| **[ ] World Cultures** |
| **[ ] US Experience in its Diversity** |
| **[ ] Creative Expression** |
| **[ ] Individual and Society** |
| **[ ] Scientific World** |
| **[ ] Gen Ed - College Option** |
| **College Option Detail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

 | **Course Applicability** |

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| **[ ] Gen Ed - College Option** |
| **College Option Detail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **Effective Term** |  |  | **Fall 2017** |

**Rationale:** To update the description of ESOL 1300 and align it with Common Core requirements in the Creative Expression category.

Dr. A. Huffman

College English as a Second Language

Office: Namm 602B

Office hours: Monday and Wednesday, 4:20-5:20 p.m., or by appointment

ahuffman@citytech.cuny.edu

**Course: *ESOL 1300, Oral Communication Skills for English Language Learners***

**you must provide yourself with the following items and bring them to class each time. if you do not have the required books and equipment, you will be graded unprepared for that class:**

1) Your course textbook:

 ***Pronouncing American English,* 3rd edition,** by Gertrude Orion.

 ISBN: 978-1-111-35210-3

Audio CD’s of entire book are available to listen to on line or to download:

 elt.heinle.com/pronouncingameng > Companion Websites > Student Site > Audio CD’s

 **You will need this book right away. We will start using it as early as the second class.**

2) Your workbook: ***Making the American Sound.***

**you will receive ONE free copy of this workbook. if you should lose it, or neglect to bring it to class, you will have to pay to receive another copy.**

**after the first week of classes, if you come to class without your textbooks or equipment, points will be deducted from your final average for every time you come unprepared. (see below.) since this is a letter-grade course, this can significantly change your final grade!**

3) ***IMPORTANT!!*** You must bring to class the following equipment for speech exercises :

 a) a small, portable **mirror** (a phone camera is NOT acceptable!)

 b) a **flashlight**, any size (but not too big!)

 ***You must have these items with you at* every *class meeting and have them out and in front of you when the class begins. As stated above, points will be deducted from your final grade for failure to bring these items to class!!***

4) Either a **flash drive** or a **blank CD** onto which you will copy the day’s recorded lesson, so that you will be able to practice it at home.

* ***Part of your assignment after every class is to listen and practice with the recording of the day’s lesson you have made. You should spend, on average, at least one hour practicing for each class meeting, using your recording of the day’s lesson. There will be a checkup during the following class.*** This means that:

5) You will need a **voice recorder,** either digital or a tape recorder, to use at home, or wherever you study, a computer with either headphones or a speaker on which you can listen to your recording, to use for practicing and for completing oral reports. You do not need to bring this to class.

6) A notebook in which you will keep and have available the notes you take in class.

7) A folder with pockets to keep handouts and papers.

 important note : you will receive only one copy of each handout. if you lose your copy or do not bring it to class, another copy cannot be provided.

8) Composition paper : 8½" x 11", medium ruled.

9) Pens and pencils. Several of each. An eraser may also be helpful. Do not count on others to supply you with these items.

10) Dictionaries : a) bilingual b) English college dictionary (portable) such as can be obtained in the College book store.

 HIGHLY RECOMMENDED :

 *The Newbury House Dictionary of American English, 5th edition.*

ISBN: 978-1133312857. Older editions are also OK.

 *The American Heritage Dictionary of Idioms, second edition.* ISBN: 978-0547676586.

The older edition is also OK.

 Both of the above have been ordered for the College Book Store. They can also be obtained on line, e.g. from Amazon.com.

11) Attendance: New York City College of Technology policies on attendance will be applied very strictly to this course.

12) Final Grading: This is a sample of final grading criteria. Any modifications will be communicated to you during the semester:

 Midterm Exam: 30%

 Final Exam: 45%.

 Class preparedness and assignments: 25%. This includes the following factors:

 a) Having both your textbook and your workbook with you at every class meeting.

 b) Having your lab equipment (mirror, flashlight) with you and out in front of you at the beginning of every class.

 c) Homework: You must have completed whatever homework assignment is due for each class. Assignments include both practicing assigned pages in the textbook and workbook, using class recordings when these have been made, and written assignments or oral reports.

 ONE PERCENT OF YOUR FINAL GRADE AVERAGE WILL BE DEDUCTED ANY TIME YOU ARE NOT IN COMPLIANCE WITH A, B, OR C ABOVE.

13) **CONSULTATION:** Please take advantage of my office hours (listed above) to speak to me privately about any difficulties or issues you may have with this course. If those hours are not convenient for you, please ask me for a special appointment, and I will try to accommodate you.

**New York City College of Technology Policy on Academic Integrity**

Students and all others who work with information, ideas, texts, images, music, inventions and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropri­ately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**NEW YORK CITY COLLEGE OF TECHNOLOGY**

**Department of English**

**Course Outline**

**ESOL 1300**

**Oral Communication Skills for Non-Native Speakers of American English**

4 hours (lecture and lab), 3 credits

College Catalogue Statement: A course designed specifically to improve the pronunciation and listening skills of non-native speakers of English. Emphasis is on distinguishing and producing the sounds, stress and intonation patterns of American English. Prerequisites: A score of 32 or higher on CATW (4 or higher on CUNY ACT Writing Test). CUNY proficiency in reading, or department approval. Students who have earned credit for COM 1320 may not obtain degree credit for ESOL 1300.

Description of this course: ESOL 1300 is designed to enable students, especially those of non-English-speaking backgrounds, to express themselves clearly and efficiently in the oral mode, in academic and creative contexts. Emphasis is on the necessary phonetic tools, and the course includes lab time. This work is implemented through the use of recordings, individual and group drills in sound discrimination and production, dialogues, oral readings and recitations, group discussions, peer evaluation, and brief oral reports. The resources of the ESOL Speech Lab are fully exploited to promote these activities. By critically assessing their peers’ work, students learn to evaluate and improve their own oral expression.

Course Learning Outcome objectives:

I. Students will identify and apply fundamental concepts and methods from the discipline of phonetics to the phonetics of American English by:

* learning the names of the organs of speech and identifying the function of each in the production of the sounds of American English
* using mirrors and flashlights to identify the organs of speech and to monitor their own use of these organs to realize target sounds
* recognizing and actualizing all the phonemic contrasts of American English
* describing the sounds of American English using the terminology and concepts of articulatory phonetics
* studying how rhythms and intonations are used for creative expressive purposes
* transcribing and reading individual words and short sentences by means of a phonetic alphabet
* recording speech-lab sessions and using these recordings outside class to analyze and acquire target sounds
* recording passages, both sight and prepared, from literary or academic works, with accurate standard pronunciation and intonation and reasonable fluency
* participating in classroom drills, discussions, dialogues, recitations and peer evaluations, as described above.

Assessment methods: These objectives will be assessed through oral and written quizzes, grading of prepared assignments and presentations, a midterm exam and a final exam. The midterm exam will include both a written and an oral section. The final exam will include a class presentation, and two or more tapings of prepared oral passages.

II. Students will apply the concepts and methods of phonetics to oral expression by completing three recorded Oral Projects on creative or academic topics. These projects will require research using resources such as libraries, internet sites, and data gathering in the field. Exact topics will vary from semester to semester and according to individual student interest. The following are samples:

* Students gather, interpret, and assess data about their own language-learning experience, exploring their relationships as multilingual individuals to American society and their own communities, and present their evidence and conclusions in a recorded oral linguistic autobiography.
* Using resources such as the library and the internet, students explore specific aspects of literary works studied in class, such as *The Epic of Gilgamesh*, or offer their own creative work based on such works, in a recorded oral presentation.
* Using library materials and internet resources such as omniglot.com and You Tube, students report on and evaluate topics of their own choosing and definition relating to the world of language, such as human vs. animal language, the use of dialect and code-switching for creative expressive purposes in oral literature, or spelling reform movements, and submit a recorded oral presentation.

The Speech Lab will be used for student preparation, peer-evaluation activities, and self-evaluation, as well as for recording the final product.

Assessment: All three Oral Projects are evaluated for quality of oral expression, content, and organization.

Each oral recording must be accompanied by a written bibliography listing sources, and presented in the MLA format. Details can be found at <http://owl.english.purdue.edu> .

Textbooks:

Gertrude Orion: *Pronouncing American English* (Heinle)

Alan Huffman: *Making the American Sound* (distributed by instructor)

Purchase not required (xeroxes will be supplied):

David Crystal: *The Cambridge Encyclopedia of Language.* (Cambridge Univ. Press)

John DeFrancis: *Visible Speech*. (University of Hawaii Press)

Required equipment:

A small mirror

A small flashlight

A flash drive or other digital medium to record and take home speech-lab sessions

Sample Grading Procedure:

First exam: 30%

Oral Projects, class preparedness, other assignments: 25%

Final exam: 45%. The final exam includes tapings and a brief oral presentation.

ESOL 1300

SAMPLE SCHEDULE OF TOPICS AND ASSIGNMENTS

Week 1

 Student self-introductions and instructor evaluation of speech level

Traditional English spelling contrasted with phonetic spelling

 Basic phonetic concepts: voice, mobility, phonemic segmenting

Overview of the Speech Mechanism

***Assignments:*** *Orion: Overview. Huffman: p.1.*

Week 2

 Introduction to phonetic writing

 The names and functions of the organs of speech

Parameters of description of consonant sounds:

articulator, place of articulation, degree of aperture

Sound discrimination: Voiced and voiceless consonants

 Introduction to speech laboratory recording procedures

 Group discussion: The social advantages of acquiring standard American

 pronunciation

 ***Assignments:*** *Orion: Unit 1. Huffman: p. 2, 5, 6.*

Week 3

 Review of consonant sounds

 The terminology of phonetic description

Overview of vowel sounds

 Parameters of description of vowel sound: height, tongue position, mobility

 ***Assignments:*** *Orion: Unit 2; pp. 71-73. Huffman: pp. 2a, 3, 4.*

 ***Quiz*** *on terminology of speech organs*

Week 4

Front vowels

 Phonetic transcription

 High front vowels

 Syllabic consonants

Group discussion in preparation for Oral Project #1: Multilingualism

 ***Assignments:*** *Orion: Unit 9. Huffman: pp. 3, 4. Crystal: Selections from Ch. 60.*

 ***Quiz*** *on phonetic description of consonant sounds*

Week 5

 Front mid vowels

 Sound discrimination: minimal pairs and triplets of vowels

Phonetic transcription

 Low vowels

Syllables and word stress

***Assignments:*** *Orion: Units 10, 11. Huffman: pp. 11-12.*

***Second quiz*** *on phonetic description of consonant sounds*

Week 6

 Central vowels

 Phonetic transcription; preparation for quiz

 Phonemic vowel contrasts

 Diphthongs

 ***Assignments:*** *Orion: Units 12-15. Huffman: p. 23.*

***Oral Project # 1 due:*** *Linguistic autobiography*

Week 7

 Low back vowels

 High back vowels

Phrase and sentence rhythms and intonation

 ***Assignments:*** *Orion: Units 7, 18-20.*

 ***Quiz*** *on phonetic transcription*

Week 8

 Review of all topics to date

Group discussion in preparation for Oral Project #2

Text for oral reading: *The Epic of Gilgamesh* (selected passages)

***Readings:*** *Crystal: Selections from Chs. 9-11.*

***Midterm Exam***

Week 9

Phonetic symbols in dictionaries

The phonetics of allomorphs: -ed of regular verbs and participles, -s /- `s of verbs and nouns

Front liquids and semivowels

Oral recitation: *The Epic of Gilgamesh*

***Assignments:*** *Orion: Units 8, 21. Huffman: pp. 7-10; 24-26.*

Week 10

 Back liquids and semivowels

 Syllabic semivowels

Stress-shifting words: nouns & verbs

 Oral reading: Techniques of peer evaluation

 ***Assignments:*** *Orion: Units 22, 16. Huffman: pp. 13-15.*

***Oral Project #2 due****: The immigrant experience*

Week 11

Nasal stops

Labial sounds

Text for oral reading: *Human Language and Animal Language*

Group discussion in preparation for Oral Project #3

Comparison of standard and phonetic spelling of English

***Assignments:*** *Huffman: pp. 27-28; 31-33. Orion: Unit 36. DeFrancis: Selections from Chapter 5.*

Week 12

 Aspiration of voiceless stops

 Stress regression and predicting word stress

 Groupwork: Dialogues with peer evaluation

 Oral reading: *Human Language and Animal Language*

 ***Assignments:*** *Huffman: pp. 14-15, 16-17, 48. Crystal pp. 223-227. Selections from Huffman or DeFrancis.*

Week 13

 Consonant clusters

 Predicting word stress

Dialogues

Student recitations and peer evaluation: *Human Language and Animal Language*

***Assignments:*** *Huffman: pp. 30, 18-20, 49.*

Week 14

 Review of fricatives

 Dialogues

 Predicting word stress

Student recitations and peer evaluation: *Human Language and Animal Language*

 ***Assignments:*** *Huffman: pp. 29, 21-22, 50. Selections from Crystal or DeFrancis.*

***Oral Project #3 due:*** *The world of language.*

Week 15

 General review

***Final Exam****, including final oral presentations and recordings*