

Course Competencies Template - Form 112

GENERAL INFORMATION		
Name: Michelle Thomas	Phone #: 305.237-6173	
Course Prefix/Number: EAP 1689	Course Title: Combined Accel. Adv. Speech, Listening and Grammar Lvl 6	
Number of Credits: 6		
Degree Type	 □ B.A. □ B.S. □ B.A.S □ A.A. □ A.S. □ A.A.S. □ C.C.C. □ A.T.C. □ C.T.C.(V.C.C.) □ Prep 	
Date Submitted/Revised: 11/25/09	Effective Year/Term: 2010-1	
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): Yes No		
The above course links to the following Learning Outcomes:		
□ Communication	☐ Social Responsibility	
□ Numbers / Data	☐ Ethical Issues	
	□ Computer / Technology Usage	
☑ Information Literacy	☐ Aesthetic / Creative Activities	
□ Cultural / Global Perspective	☐ Environmental Responsibility	
Course Description (limit to 50 words or less, <u>must</u> correspond with course description on Form 102): This is an accelerated alternative course for EAP courses 1500, 1560, 1600, and 1660. Students will learn oral communication and lexicogrammatical skills necessary for college-level courses. EAP 0420 and 0440 or appropriate placement score on COMPASS exam (81-88 on grammar subtest and 83-91 on listening subtest) and writing sample. Co requisite(s): EAP 1683 Combined Accelerated Advanced Reading and Writing. (6 hour lecture).		
Prerequisite(s): EAP 0420 and 0440 or appropriate placement score on COMPASS exam (81-88 on grammar subtest and 83-91 on listening subtest) and writing sample.	Co requisite(s): EAP 1683 Combined Accelerated Advanced Reading and Writing	

Course Competencies: (for further instruction/guidelines go to: http://www.mdc.edu/asa/curriculum.asp)

Competency 1: The student will demonstrate proficiency in listening to academic English by:

- 1. comprehending lectures with general education content from most commonly taken first-year-college courses and participating in class discussion/activities.
- 2. understanding a speaker's overall purpose, main ideas, points of view, and tone.
- 3. understanding content by applying background knowledge (schema).
- 4. distinguishing generalizations and theories presented in lectures from supporting information such as facts, data, and case examples.
- 5. recognizing a speaker's use of cultural references and idiomatic expressions.
- 6. using listening and note-taking strategies during lectures and presentations, and employing notes for participation in class activities and to study for tests.
- 7. self-monitoring and correcting known errors.
- 8. critiquing presentations in terms of content and delivery.

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Competency 2: The student will demonstrate the ability to perform academic **speaking** tasks by:

- participating in college-level oral communication tasks such as classroom discussions, small group activities, conducting interviews (field studies), and giving oral reports or demonstration presentations.
- preparing for participation in the above communication tasks by gathering, selecting and organizing basic support materials and by planning delivery with attention to audience and peer interaction needs.
- 3. summarizing information or opinions from original sources, including textbooks and professors, and crediting the sources.
- 4. adjusting grammar and vocabulary use to fit different communication situations (e.g., addressing questions in appropriate style in a classroom setting vs. writing test answers from teacher lectures and required readings).
- 5. speaking at an advanced level with comprehensible pronunciation, stress, and intonation.

Competency 3: The student will demonstrate acquisition of academic vocabulary by:

- 1. expanding general knowledge of English vocabulary and expressions (e.g., through the study of word forms and affixes, synonyms, antonyms, collocations, idioms, phrasal verbs, and context).
- 2. using common academic vocabulary in context.
- 3. using formal and informal expressions appropriate to inclusion in first-year college discourse communities such as employing mechanisms for turn taking, negotiating, questioning or clarifying, and facilitating conversation flow.
- 4. using lexico-grammatical structures identified in the MDC general education high frequency language samples.

Competency 4: The student will demonstrate the ability to use grammar for academic purposes by:

- 1. speaking and writing with increasing accuracy.
- 2. using grammar/vocabulary characteristic of academic communication in most commonly taken firstyear general education courses.
- 3. recognizing sentence structure components in scientific/academic writing (subjects, verbs, additional elements).
- 4. recognizing clauses in scientific/academic writing.
- 5. using clause structures (noun, adverb, and adjective/relative clauses).
- 6. expressing logical relationships through subordination and coordination (with attention to parallelism).
- 7. using phrasal structures (including noun phrases, clause reductions, gerunds, etc.).

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- 8. using verbs in a variety of tenses, aspects, voices, and moods.
- 9. using modal and conditional forms.
- 10. maintaining agreement between both subject and verb and pronoun and antecedent.
- 11. recognizing and correcting sentence level errors.

Competency 5: The student will demonstrate **technology and study** skills by:

- 1. using the lab, Internet, and/or other resources for support of communication activities.
- 2. applying successful study habits from notes.
- 3. selecting the most important information from assignments and lessons presented during class sessions to study for tests or use for other academic tasks.

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