

**Bergen Community College**  
Division of Humanities  
Department of ESL  
Course Syllabus  
**SPE-100 Advanced Oral Communication  
for Non-Native Speakers**

Semester and year:  
Section Number:  
Meeting Times:  
Locations:  
Instructor:  
Office Location:  
Phone:  
Departmental Secretary:  
Office Hours:  
Email Address:

**Course Description:** SPE-100 aims to help advanced English language learners master the oral/aural skills necessary to succeed in college and professional settings. Students will learn to speak confidently and effectively while focusing on academic presentations, group discussions, and extemporaneous oral communication. This course will address pronunciation and intelligibility issues, teach vocabulary for clear presentations, examine cultural differences, and reduce speech anxiety. Students will improve their ability to comprehend college lectures, academic speeches, and conversational discourse.

3 college credits

Pre-requisite: SPE-002 or Accuplacer placement into SPE-100.

**Student Learning Outcomes:** As a result of meeting the requirements in this course, students will be able to:

Student Learning Outcome:	Suggested Means of Assessment:
1. Use level-appropriate spoken language to communicate meaningfully and appropriately	<ul style="list-style-type: none"><li>• Graded presentations</li><li>• Written or recorded assignments</li></ul>
2. Demonstrate level-appropriate listening comprehension	<ul style="list-style-type: none"><li>• Listening quizzes</li><li>• In-class listening activities</li><li>• Listening assignments on Canvas</li></ul>
3. Accurately pronounce sounds, rhythm, and intonation of American English	<ul style="list-style-type: none"><li>• Graded presentations</li><li>• Recorded assignments</li></ul>

4. Demonstrate expanded vocabulary through the use of new words in speeches and during in-class activities	<ul style="list-style-type: none"> <li>• Graded presentations</li> <li>• Graded discussions</li> </ul>
5. Make academic presentations which require research, analysis of information, and critical thinking	<ul style="list-style-type: none"> <li>• Graded presentations</li> <li>• Written outlines</li> </ul>

### **Course Content:**

In this course you will:

- listen to audio passages and develop strategies to improve understanding
- improve pronunciation by practicing the sounds of American English and modeling correct rhythm and intonation, thought groups, and linking
- learn how to self-correct while speaking English
- make audio and video recordings to practice pronunciation
- make informal and academic speeches
- evaluate and critique your own and your classmates' speeches
- expand your vocabulary and use new words in speeches and during in-class activities
- participate in partner, group, and class discussions

### **Course Texts and/or Other Study Materials:**

*Pathways 4B Listening, Speaking, and Critical Thinking Book B, Third Edition with Spark Platform*, by Paul Macintyre, National Geographic Learning.

ISBN# **9780357979419**

Ebook with Spark Code (when purchased from publisher): \$26.00

Textbook with Spark Code (when purchased from publisher): \$46.00

### **Research, Writing, and/or Examination Requirement(s):**

**Graded Presentations:** You will make two or more graded presentations in this class. These will require research. The assignments will be posted on Canvas and will be explained in class.

There will be occasional group work in this class. Students will get their own individual grades based on the grading rubric for the assignment.

**Final Exams:** There are two department-wide final exams in SPE-100.

- Speaking Final (Interview with a different professor)
- Listening Final (Listening to a variety of passages. This test requires

Respondus Lockdown Browser)

**Grading Policy:**

Speeches: 25%

Online Workbook Spark: 10%

Canvas Assignments: 20%

Class Participation/Attendance: 20%

Department Listening Final 10%

Department Speaking Final 10%

\*Real World English 5%

**Grade Breakdown:**

A 90-100

B+ 86-89

B 80-85

C+ 76-79

C 70-75

D 65-69

F 64 or below

**Class Participation:** Students are expected to actively participate in class. Full and consistent engagement can earn an A in class participation.

A high class participation grade will be earned by:

- Proactively asking and answering questions.
- Speaking in partner and group discussions.
- Participating without dominating conversations; showing respect for others.
- Paying attention in class.
- Sharing opinions.
- Being prepared by completing homework on time.
- Being physically and mentally present in class; coming to every class.
- Actively demonstrating a desire to learn!

A low class participation grade will be earned by:

- Sitting alone in the back of the class.
- Avoiding interaction with your instructor and classmates.
- Checking phone and text during class.
- Being disinterested in what your classmates are saying.
- Not asking or answering questions or offering an opinion.

(See [class participation rubric](#) on Canvas.)

### **\*Options for Real World English:**

1. Attend tutoring in Speech or attend conversation groups in the ELRC. You must attend at least five times and write a summary/reflection after each session using the reflection form. This is for **speech-related practice only**: conversation, pronunciation, listening, or presentation skills. ELRC reflection forms are available in the Real World English module on Canvas.  
**OR**
2. Participate in the World Language Partners program (WLP). This is an opportunity for Spanish speakers to practice English while helping students to learn YOUR language. You must do at least five sessions and complete a WLP reflection log after each one. See the Real World English module in our Canvas page for a blank WLP log.

### **Special Features of the Course:**

**Online Practice: *Spark*—SPARK CAN ONLY BE ACCESSED THROUGH CANVAS. DO NOT GO DIRECTLY TO THE SPARK WEBSITE.**

We will use *Spark*, the *Pathways* online workbook for much of the homework. In order to register for *Spark*, you need to click on the Spark link in Canvas, and then register with an access code from your textbook. For technical help with Spark, click [here](https://help.eltnl.com/spark/student/olp.html). <https://help.eltnl.com/spark/student/olp.html> (**Late assignments on Spark are not accepted.**)

**Canvas:** We will be using Canvas for homework and communication. Please check it before every class. Log in to Canvas regularly to check your grades and prepare for upcoming classes. You can access Canvas here <https://canvas.bergen.edu/> If there is a Canvas problem, contact the help desk: **Phone:** (201) 879-7109 **E-mail:** [helpdesk@bergen.edu](mailto:helpdesk@bergen.edu)

If you are not familiar with Canvas, please attend a tutorial or ask me.

**Respondus Lockdown Browser:** We will use Respondus Lockdown Browser for online tests. You will need access to a computer with a microphone and camera. You cannot use Respondus on a phone or Chromebook. You may take tests in the BCC library if you don't have access to a compatible device.

**Cell Phones:** Do not use your phone in the class unless needed for research purposes, and if you have permission from the teacher. Your phone should be silenced and put away at all times (not sitting on the desk). Texting during class is not acceptable, and it will affect your class participation grade (10% of your final grade). Research suggests that *even having your phone out* interferes with your learning and that of your classmates!

### **Can assignments be submitted late?**

In order to receive full points, assignments must be submitted by the due date and time. Late submissions will **automatically be reduced by 5%** per day. If

there are technical problems that prevent you from doing an assignment on time, tell me as soon as possible. If there is a technical Canvas problem, contact the help desk: **Phone:** (201) 879-7109 **E-mail:** [helpdesk@bergen.edu](mailto:helpdesk@bergen.edu), or go to the Help Desk in the BCC library. If you have a problem with Spark, email me as soon as possible so I know there is a reason for the lateness or missing assignment.

### **Attendance Policy:**

#### **BCC Attendance Policy:**

All students are expected to attend every scheduled meeting of each course in which they are registered.

#### **SPE-100 Attendance Policy:**

Students are expected to attend class regularly and punctually. Attendance is taken at each class session. Lateness will reduce your attendance points. If you arrive late, please enter quietly. If you miss a class, you are still responsible for doing the homework and for being prepared for the next class. Get a classmates' contact information to find out what you missed in class, and be sure to check Canvas.

**Note: If the class meets twice a week, more than four absences may lead to failure. If the class meets once a week, more than two absences may lead to failure.**

#### **Speech Day Attendance Policy:**

If you are absent on a day when speeches are assigned, you will receive a grade of 0 for that speech. If you are in class, but not prepared to do your speech, you will get 10 points deducted from your speech grade and may do the speech in the next class. If you have a valid doctor's note or other official documentation, you can do your speech in the next class only.

### **Statement on Academic Integrity:**

Academic Integrity is a standard of conduct in the *BCC Student Code of Conduct* [STUDENT CODE OF CONDUCT | Bergen Community College](#)

The College defines academic integrity as "the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. Students are responsible for their own work. Faculty and academic support services staff will take appropriate measures to encourage academic honesty".

### **BCC Statement on plagiarism and/or academic dishonesty:**

[Academic Matters - Bergen Community College - Acalog ACMS™](#)

### **Statement on the appropriate use of AI:**

[AI-Guidance-Resource-Page.pdf \(bergen.edu\)](#)

Examples of behavior that demonstrate a lapse in academic integrity include:

- copying another student's work
- doing the work for someone else
- sharing answers during an exam
- plagiarism
- unethical use of technology for acquiring information from the Internet

**NOTE:** If any of your work, all or in part, is plagiarized, that is copied from any source without proper citation, or there is any reason to suspect that it is not your own, it will not be accepted, and you will receive 0% for that assignment.

### Student Support Services

<b>ELRC</b> (English Language Resource Center). The ELRC offers free tutoring, Intercultural Conversation Partners (ICP), conversation groups, workshops, and computerized speaking/listening practice.	Pitkin Education Center  Second Floor Room C-212	201- 612-5292  <a href="http://www.bergen.edu/elrc">http://www.bergen.edu/elrc</a>
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The Office of Specialized Services (for students with disabilities)	Pitkin Education Center (1st Floor), Room L-116	Email: <a href="mailto:ossinfo@bergen.edu">ossinfo@bergen.edu</a>  Phone: (201) 612-5269  Website: <a href="http://www.bergen.edu/oss">www.bergen.edu/oss</a>
<b>Library:</b> The Sidney Silverman Library – Reference Desk	Pitkin Education Center, 2 <sup>nd</sup> Room L-226	201-447-7436  <a href="http://www.bergen.edu/library">http://www.bergen.edu/library</a>

### **Accessibility Statement**

Bergen Community College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Office of Special Services (OSS) as soon as possible at 201-612-5270 or [www.bergen.edu/oss](http://www.bergen.edu/oss). To receive any academic accommodation, you must be appropriately registered with OSS. The OSS works with students confidentially and does not disclose any disability-related information without their permission. The OSS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices.

### **Additional Student Support Services**

Bergen Community College provides exemplary support to its students and offers a broad variety of opportunities and services. A comprehensive array of student support services including advising, tutoring, academic coaching, and more are available online at <https://bergen.edu/currentstudents/>.



## **Tentative Course Outline & Calendar**

**Note to Students:** The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

For more detailed information about activities and assignments, check the Canvas page.

<b>Week</b>	<b>Topic</b>	<b>Learning Outcomes</b>
<b>Week 1</b>	<b>Introduction to the course; Ice breaker; Partner Introduction speeches</b> <b>Club Day</b>	Use level-appropriate spoken language to communicate meaningfully and appropriately
<b>Week 2</b>	<b>Unit 6 in Pathways: Tradition and Progress</b> <b>Vocabulary</b>	Demonstrate expanded vocabulary through the use of new words in speeches and during in-class activities
<b>Week 3</b>	<b>Unit 6: Tradition and Progress</b> <b>Listening Comprehension</b>	Demonstrate level-appropriate listening comprehension
<b>Week 4</b>	<b>Unit 6 Tradition and Progress</b> <b>Pronunciation/Presentation Skills</b>	Accurately pronounce sounds, rhythm, and intonation of American English

<b>Week 5</b>	<b>Unit 6 Tradition and Progress</b>  <b>Review unit 6 vocabulary</b>  <b>Presentation skills: outlines</b>  <b>Presentation skills: speaking with confidence</b>	Demonstrate expanded vocabulary through the use of new words in speeches and during in-class activities
<b>Week 6</b>	<b>Speech #1 Presentation about a Changing Tradition</b>  <b>Unit 6 Achievement Test</b>	Demonstrate expanded vocabulary through the use of new words in speeches and during in-class activities  Demonstrate level-appropriate listening comprehension
<b>Week 7</b>	<b>Pathways Unit 9: The Mysterious Mind</b>  <b>Vocabulary</b>	Demonstrate expanded vocabulary through the use of new words in speeches and during in-class activities
<b>Week 8</b>	<b>Pathways Unit 9: The Mysterious Mind</b>  <b>Listening Comprehension</b>	Demonstrate level-appropriate listening comprehension
<b>Week 9</b>	<b>Pathways Unit 9: The Mysterious Mind</b>  <b>Pronunciation</b>	Use level-appropriate spoken language to communicate meaningfully and appropriately  Accurately pronounce sounds, rhythm, and intonation of American English

<b>Week 11</b>	<b>Pathways Unit 9: The Mysterious Mind</b> <b>Presentation Skills</b>	Use level-appropriate spoken language to communicate meaningfully and appropriately
<b>Week 12</b>	<b>Speech #2 Presentation about a Psychological Life Hack</b> <b>Unit 9 Achievement Test</b>	Use level-appropriate spoken language to communicate meaningfully and appropriately
<b>Week 13</b>	<b>Presentations</b> <b>Reflect on presentations and semester</b> <b>Practice for listening and speaking final</b>	Use level-appropriate spoken language to communicate meaningfully and appropriately  Accurately pronounce sounds, rhythm, and intonation of American English
<b>Week 14</b>	<b>Practice Listening Final</b> <b>Practice Speaking Final</b>	
<b>Week 15</b>	<b>Department Listening Exam</b> <b>Final Speaking Exam</b> <b>Semester reflection</b>	

**Indicates major assignment due date**

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