

**Instructor:** Heather Torrie

**Office:** CLO 285

**Phone:** 989-2648

**Email:** [heather.torrie@gmail.com](mailto:heather.torrie@gmail.com)

**Office Hours:** Wednesday 12:30-2:00pm or by appointment

## ELP 032 – Intermediate Listening

### ***Course Description***

This course is designed to prepare students for listening in a university context. Specifically, students will:

- Identify main ideas and supporting details of extended adapted listening material with a general or personal interest
- Be able to guess and predict for comprehension
- Identify tone and purpose, attitudes and opinions
- Be able to follow formal and informal conversation exchanges
- Take notes and create simple outlines of sample authentic academic lectures
- Identify relevant and non-relevant detail
- Be able to recognize key vocabulary and idiomatic expressions for understanding text
- Be able to make adequate connections and synthesize information from two sources

### ***Assignments and Class Activities***

- 14 Weekly Listening Log Journal Entries (10 points) = 140 points
- 7 Presentations on your Listening Topics (20 points) = 140 points
- 13 Weekly Listening Lab Worksheets (10 points) = 130 points
- Student-led Listening Activity (100 points) = 100 points
- Attendance and Participation = 100 points
- 6 In-class listening quizzes
- Midterm Exam
- Final Exam: **\*Note: No early or late final exams given.** You must be here on December 1-2 for final exams.

### ***Assessment and Grading***

The goal of assessment is to enhance learning. Therefore, in order for students to be accountable and responsible for their learning, regular quizzes and tests will be part of every class. In addition to regular quizzes, students will take a midterm and a final exam. Furthermore,

attendance, general class participation, and performance will be taken into account and will count towards the required criteria for moving to the next level or completing the program.

Students will also receive a mid-term progress report for each class followed by a conference with their teachers to discuss their progress in class and what they need to successfully complete their courses. At the end of the semester, students will receive a final grade for each class they took: “S”, *Satisfactory*, indicates they have passed the class; “U”, *Unsatisfactory*, indicates they need to take the class again.

Important Note: failing a class twice will result in expulsion from the program.

**Class quizzes (30%)**

**Midterm Exam (20%)**

**Final Exam (30%)**

**Homework, Participation, and Performance (20%)**

**Total (100%)**

### ***Attendance Policy***

Regular attendance is mandatory. In order to learn English, you need to attend all class sessions, arrive on time, and be prepared and attentive (which means No sleeping in class). On the occasion that you are absent, it is your responsibility to make up missed work. Please ask other students for any due homework. **NOTE:** "I was absent" is not an excuse for not doing homework!

Students can be absent up to three times without being penalized. A fourth unexcused absence will result in a mandatory counseling session with the ELP Advisor (Beth or James in CLO 226). An sixth unexcused absence will automatically result in failure of the course and possible expulsion from the program. **NOTE:** Being expelled from ELP means that the student will no longer be part of Purdue University Calumet and will need to leave the United States immediately.

### ***Late Homework and Exams Policy***

- Late homework is subject to lower grades, or in some cases, a 0 grade
- No late or early midterms or final exams, unless you are in the hospital (**Do not buy your plane ticket to leave before December 3!**)

## ***Tentative Calendar***

	<b>Class Activities</b>	<b>Homework Assignments</b>
<b>Week 1</b> Aug 25-28	Diagnostics	
<b>Week 2</b> Sep 1-4	Unit 1 – Beauty / Fashion	<i>Research Presentation 1</i>
<b>Week 3</b> Sep 8-11	Unit 2 – Poverty / Social Problems	<i>Quiz #1</i>
<b>Week 4</b> Sep 15-18	Unit 4 - Crime	<i>Research Presentation 2</i>
<b>Week 5</b> Sep 22-25	Unit 4 – Crime Unit 5 - Lifestyle	<i>Quiz #2</i>
<b>Week 6</b> Sep 29-Oct 2	Unit 5 - Lifestyle	<i>Research Presentation 3</i>
<b>Week 7</b> Oct 6-9	Unit 7- Technology / Education	<i>Quiz #3</i>
<b>Week 8</b> Oct 13-16	<b><i>Midterms</i></b>	
<b>Week 9</b> Oct 20-23	Unit 12 – Cars and Technology	
<b>Week 10</b> Oct 27-30	Unit 12 – Energy and the Environment	<i>Quiz #4</i>
<b>Week 11</b> Nov 3-6	Unit 9 - Business	
<b>Week 12</b> Nov 10-13	Unit 11 – Dating	<i>Quiz #5</i>
<b>Week 13</b> Nov 17-20	Unit 11 / 10 – Family	<i>Storycorps / Make our own storycorps stories and put them online</i>
<b>Week 14</b> Nov 24-27	Unit 10 - Family	<i>Quiz #6</i>

<b>Week 15</b> Dec 1-4	<b>Final Exams</b>	
---------------------------	--------------------	--

ELP 032 Intermediate Listening

## Listening Log Assignment

### Objectives:

- Motivate you to listen to a variety of authentic listening material
- Synthesize information you hear
- Take notes and summarize
- Think critically about what you're listening to

### Procedure:

- 1) For each of the next two-week periods, choose a topic you are interested in:

**For example:**

Weeks 1-2 (Aug 25-Sep 4): Topic 1 "Fitness and Exercise"

Weeks 3-4 (Sep 8-Oct 19): Topic 2 "European Tourism"

- 2) Your job is to find listening material that is interesting to you. As you listen, try to make connections back to your topic. You must meet the minimum requirements in the table below:

Type of Listening	Minimum Length of Time	Examples
Talk show / News	30 minutes	<a href="http://www.npr.org">www.npr.org</a> ; <a href="http://www.voanews.com">www.voanews.com</a>
Online video	30 minutes	<a href="http://video.about.com">video.about.com</a> ; <a href="http://video.nytimes.com">video.nytimes.com</a>
Movies (fun)	90 minutes	Anything in English you like; you can check out movies from the Purdue Library for free

- 3) Each week, complete a 1-page journal entry on Blackboard Discussion. You need to write in **paragraph form** about each listening passage:
  - a. Paragraph 1: Include source details such as the title, url, and length of time; Summary of the listening
  - b. Paragraph 2: Critical thinking/reaction. Tell your personal opinions, reactions to each one.
  - c. Last Paragraph: Synthesize everything you listened to. What did this have to do with your topic? How does everything go together? What have you learned about your topic?

*For Example:*

Jon Doe

### **Week 3: Listening Log**

#### **Listening Report**

The first thing I listened to was an NPR article called, “Biking: Is it really healthy for you?” ([www.npr.org/archives/healthy\\_bikes.htm](http://www.npr.org/archives/healthy_bikes.htm)). It was approximately 6 minutes long, and was somewhat difficult. The main idea was about how some research shows that there can be a negative side effect of biking. The Health Clinic at the University of Maryland did a study using 400 university students. It showed that over half of them actually gained weight even though they were working out.

As I listened to this passage, the question that came to my mind was the reason why the students gained weight. I wonder if they started eating more junk food. Sometimes I do that, especially if I’m exercising more. I feel healthier, and so I eat whatever I want, because I know I won’t gain weight. It’s hard to determine causality through correlation studies.

The second thing I listened to was a video.....

***[Do this with each listening.]***

#### **Synthesis**

So far, I’ve learned a lot about exercise and fitness. Based on the movie, *Bend it Like Beckham*, I’ve realized how big a role sports plays in the lives of young people. It’s more than just a game. Sports is a way for young people to stay healthy, and at the same time build self-confidence and friendships..... ***[Continue...]***

- 4) Presentation: At the end of the two-week period, you will give a short 5-7 minute presentation on what you learned on your listening topic.

## Student-led Listening Activity

**Procedure:**

- 1) Get a partner.
- 2) Sign up for your date on the calendar.
- 3) Together, find a 5-minute listening clip from the internet.

**Examples:**

CNN videos  
 NPR  
 Youtube

\*Consider your audience and pick something that is appropriate (not offensive)

- 4) Prepare the following activities

	Time	Points
<p><b>Pre-listening Discussion Activity</b>                      You should discuss for a few minutes the topic of your video clip. Tell the class the topic and ask 1-2 discussion questions. This is to <i>prepare</i> the class to listen.</p>	5 minutes	5 points
<p><b>During Listening</b>                      During listening, you should tell the class to take notes.</p>	5 minutes	5 points
<p><b>Compare Notes</b>                      After you listen, have the students compare notes with a partner and discuss.</p>	5 minutes	5 points
<p><b>Quiz</b>                      Give them a 5-question quiz. One question must be a critical-thinking/personal reaction question. Tell them to use their notes to answer the questions.</p>	5 minutes	5 points
<p><b>Review the Quiz</b>                      Have the students review the quiz in groups. Make sure everyone has the right answers. Listen again if necessary.</p>	5 minutes	5 points
<b>Total</b>	About 25 minutes	25 points