	odule/	Student	Credits	Semester	Frequency		Duration
C	ourse	workload	(ECTS)	3rd	3 CU x 14	=	16 meetings
CC	ode (if	8,5 hours per week	3 CU x		48		(14 meetings
ι	used)						for face to
			1,32 =				face + 2
	SBI		3,96				exams)
61012			ECTS				
1	Types of	of courses		ontact ours	Independent		Class size
	a) Compulsory				study	:	30 students
	b) Cour	sework		J x 170	3 CU x 60		
	5,000	oowon		es = 510 5 hours	minutes =		
				week	180 minutes = 3 hours		
					- 5 110015		
2	Prereau	isites for partic	ipation (if	applicable)			
-	-	-					
			<u>_</u>	ening Informational Purposes			
3 Learning outcomes (PLO + CLO)							
	as spok develop students	en by a range students' awar	of speaker eness and wareness i	s from differe sensitivity to n understandi	ding of various info ent countries. This o different speake ing the speakers, t beaker.	s liste ers of	ening aims to f English. As
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4	CL	<ul> <li>D 1 interpret the main points of clear standard speech on familiar matters up to the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</li> <li>O 2 interpret straightforward factual information about common every day or jobrelated topics up to standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</li> <li>Dject aims/Content</li> <li>sm 2 unit 5-8 and Prism 3 unit 1-2</li> </ul>
	Pri	sin 2 unit 5-6 and Prisin 3 unit 1-2
	1.	Health and Fitness (Week 1-2) a. Academic discipline: Health Science/ Sports Management b. Listening skills: - Listening for attitude
		- Identifying references to common knowledge
	2.	Discovery and Invention (week 3-4) a. Academic discipline: Art and design/History b. Listening skills: - Understanding references to earlier ideas - Understanding lecture organization - Weak and strong forms
	_	
	3.	<ul> <li>Fashion (week 6-7)</li> <li>a. Academic Disciplines: Business/ Fashion Design/ Marketing</li> <li>b. Listening skills: <ul> <li>Taking notes on main ideas and details</li> <li>Identifying auxiliary verbs for emphasis</li> <li>Vowel omission</li> </ul> </li> </ul>
	4.	Mid-Term Examination (Week 8)
	5.	Economics (week 9-10) a. Academic Disciplines: Business/ Economics/ Sociology b. Listening skills: - Understanding paraphrases - Silent letters
	6.	Globalization (week 11-12) a. Academic Disciplines: Cultural Studies/ Sociology b. Listening Skills: - Activating prior knowledge - Consonant clusters
	7.	Education (Week 14-15) a. Academic Disciplines: Communications/ Education b. Listening Skills: - Listening for advice and suggestions - Making inference
	8.	Final Examination (Week 16)

Teaching methods	5		
lectures, discussion	s, quiz, & assignments		
<ul> <li>required to be privite peers in disconstruction</li> <li>Students are all answers will be defined in this participate progress report of</li> <li>Collaborative Privite Students will turn project is in the finaterials of Wee</li> <li>Quiz</li> <li>Students are expired</li> <li>Mid-term Examination</li> <li>Week 1 – 7.</li> <li>Final Examination</li> </ul>	<b>tivity</b> nize the learning opportunities in this esent for all class sessions, but they cussing the topics as directed in the cl so required to complete all given iscussed in the following meeting if n tive activity, additionally, students n vocabulary and main ideas of talks <b>roject</b> in a written report as the result of the form of video analysis, which is carri k 9 – 14 and submitted in Week 16 ected to do the quiz two times, in We <b>nation</b> to assess students' comprehension	are also expediass activity. assignments. ecessary. are also requi the collaborative ed out in group ek 5 and Week about the lesse	ted to interac Feedback of red to subm e project. The s covering the 13.
What follows is a su Task Type	mmary of the Assessment: Assessment Task	Due	Weighting
Participative Activity	Class Participation	Throughout the semester	<u>(%)</u> 10
	Assignment	weekly	10
	Progress report on vocabulary and expression related to the topic	Week 11	10
	Progress report on outlining main ideas	Week 14	10
Collaborative Project Outcome	Listening report	Week 16	10
Quiz	Written assessment	Week 5 and 13	10
Mid-term Exam	Written assessment	Week 8	15
Final Exam	Written assessment	Week 16	25
	TOTAL		100
This module/cours	se is used in the following study pr	ogramme/s as	well
Module Coordinat	or		
Arcci Tusita, M.Hun	1		

9	Resources
	Ostrowska, S and Jordan, N. 2017. Prism Listening and Speaking 2. Cambridge
	Lansford, L and Lockwood, R. 2017. Prism Listening and Speaking 3. Cambridge

## EXAMPLE OF STUDENT TASK GUIDE

FACULTY OF CULTURAL STUDIES         DEPARTMENT OF LANGUAGES AND LITERATURE         STUDY PROGRAMME OF ENGLISH LITERATURE         COURSE:       Listening for Informational Purposes         CODE:       SBI 61012       CU 3/Semester 3
DEPARTMENT OF LANGUAGES AND LITERATURE         STUDY PROGRAMME OF ENGLISH LITERATURE         STUDENT TASK GUIDELINE         COURSE:       Listening for Informational Purposes         SDI 61012       CU 3/Semester 3
STUDY PROGRAMME OF ENGLISH LITERATURE         STUDENT TASK GUIDELINE         COURSE:       Listening for Informational Purposes         CODE:       SBI 61012
STUDENT TASK GUIDELINE         COURSE:       Listening for Informational Purposes         CODE:       SBI 61012       CU 3/Semester 3
COURSE:Listening for Informational PurposesCODE:SBI 61012CU 3/Semester 3
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COURSE:Listening for Informational PurposesCODE:SBI 61012CU 3/Semester 3
CODE:         SBI 61012         CU 3/Semester 3
TEACHER Team
TASK FORM:
Written
NAME OF TASK:
Weekly Assignment
COURSE LEARNING OUTCOME:
<b>CLO1</b> interpret the main points of clear standard speech on familiar matters up to the
main ideas of propositionally and linguistically complex speech on both
concrete and abstract topics delivered in a standard dialect, including technical
discussions in his/her field of specialization. Can follow extended speech and
complex lines of argument provided the topic is reasonably familiar, and the
direction of the talk is sign-posted by explicit markers. <b>CLO 2</b> interpret straightforward factual information about common every day or job-
related topics up to standard spoken language, live or broadcast, on both
familiar and unfamiliar topics normally encountered in personal, social, or
vocational life. Only extreme background noise, inadequate discourse structure
and/or idiomatic usage influence the ability to understand.
DESCRIPTION
Students individually answer some questions related to the topic being discussed. They
will be provided tracks (audio files) containing information about the topic and answer
some questions based on the audio files. The questions and answers are written down
on a google form. Score will be provided based on the number of correct answers.
METHOD OF COMPLETION
1. In Meeting 1, students access the assigned task on Google Form from their Google
Classroom account.
2. Students answer the questions and turn in their answers on time, that is before
Meeting 2.
3. Score will be immediately released as soon as students submit their work.
OUTCOMES
a. Object: students' answer on Google Form
b. Outcome: score of assignment on Google Form

## INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

The score is given based on the number of correct answers. However, students who are late in submitting their tasks will not be graded.

Grading = 10% for each group

## TIME

Begun in Meeting 1, Submitted before Meeting 2 **REFERENCES**