

# LISTENING

<p><b>Multi-Level 1 &amp; 2 Level 1 (High Beginning) Objectives</b>  <b>IELI 1240-001 Listening 1</b>  <b>Level 2 (Low Intermediate) Objectives</b>  <b>IELI 1240-002 Listening 2</b></p>	<p><b>Level 3 (Intermediate) Objectives</b>  <b>IELI 2310</b>  <b>Comprehending Authentic Discourse</b></p>	<p><b>Level 4 (High Intermediate-Advanced) Objectives</b>  <b>IELI 2410 Comprehending Lecture Discourse/Exit</b>  <b>Criteria</b></p>
<ul style="list-style-type: none"> <li>• demonstrate listening comprehension by responding to comprehension questions via brief responses *</li> <li>• demonstrate their ability to take basic notes by writing down key words and phrases from the listening passage*</li> </ul> <p>*Level 1 Students can perform the tasks at a <i>high-beginning</i> level. Level 2 Students can perform the tasks at a <i>low-intermediate</i> level.</p>	<ul style="list-style-type: none"> <li>• demonstrate listening comprehension by . . .               <ul style="list-style-type: none"> <li>○ identifying main ideas</li> <li>○ answering questions about the passages</li> <li>○ summarizing passages</li> <li>○ restating information</li> <li>○ filling out graphic organizers</li> </ul> </li> <li>• demonstrate note-taking skills by . . .               <ul style="list-style-type: none"> <li>○ taking notes that reflect the organization of passages</li> <li>○ taking notes that capture the important content</li> <li>○ organizing important information in a visually comprehensible manner</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate recognition of various organizational features and discourse structures of the lecture including:               <ul style="list-style-type: none"> <li>○ discourse markers (e.g., topic &amp; subtopic announcements, examples, supporting information, returns to topic after digression)</li> <li>○ organizational sequences (e.g., definition, classification, concept explanation, problem/solution)</li> </ul> </li> <li>• demonstrate ability to take notes that reflect organization and content of the lecture. Notes may employ . . .               <ul style="list-style-type: none"> <li>○ key word outlines</li> <li>○ bulleted lists</li> <li>○ visual representations</li> <li>○ other self-developed systems</li> </ul> </li> <li>• demonstrate understanding of lecture content by completing tasks such as . . .               <ul style="list-style-type: none"> <li>○ filling in concept maps</li> <li>○ answering questions</li> <li>○ applying the content to situations</li> <li>○ summarizing the content</li> </ul> </li> </ul>