

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

А.	Division:	Education Services		Effective Date:		September 2004		
В.	Department / Program Area:	Student Development English as a Second Language	Re	vision	X	New Course		
			Re Da	Revision, Section(s) vised: te of Previous Revisio te of Current Revision		C, H, I, J April 28, 1992 September 2004		
C:	EASL 0155			Conversation for Stud	lents	E: 3		
	Subject & Cour			riptive Title		Semester Credits		
F:	Calendar Description: This course is the first level in a series for students who wish to upgrade their conversational skills in order to continue their education or improve their employment opportunities. Exercises will help students initiate and respond appropriately to communication in a variety of routine settings. The conversation practice will also provide an opportunity for language skill development, including grammar, sentence structure and vocabulary, as well as for pronunciation improvement.							
G:	Allocation of Contact Hours to Type of Instruc / Learning Settings		H:	EASL 0135 or instructor permission				
	Primary Method Learning Setting	s of Instructional Delivery and/or s:	I:	-				
	Number of Conta for each descript	act Hours: (per week / semester for)	Recommended EASL 0145					
	4		J:	Course for which this Course is a Prerequisite EASL 0255				
	Number of Weeks per Semester: 15							
			K:	Maximum Class Size:				
				20				
L:		PLEASE INDICATE:						
		Non-Credit						
		X College Credit Non-Transfer						
	College Cr	College Credit Transfer:						
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)							

M:	Course Objectives / Learning Outcomes					
	Within relevant educational, employment, personal and social contexts, students will:					
	1. 2.	communicate in a variety of routine settings; use formal and informal language appropriately;				
	2. 3.	communicate in culturally appropriate ways;				
	4.	express themselves comprehensibly.				
N:	Course Conten	Course Content:				
	Communicative Situations:					
	1.	a. Language functions, such as identifying, reporting, clarifying, requesting, disagreeing,				
		expressed in different ways in a variety of routine settings.				
		b. conversational signals, such as initiating conversation, changing the subject, interrupting.				
	2.	Use of register (formal, informal language)				
	3.	Cultural appropriateness (communicating in accordance with cultural expectations).				
	4.	Language skills (grammar, sentence structure, vocabulary, pronunciation).				
0:	Methods of Instruction					
	The instructor will facilitate, observe and evaluate students' participation in communicative activities. Whole and small group instruction will be combined with individual assistance and student directed learning. Students will participate in the setting of goals by identifying their communicative and language development needs, and will participate in the selection of learning activities.					
P:	Textbooks and Materials to be Purchased by Students					
	Materials to be supplied.					
	Students may be required to purchase a text.					
Q:	Means of Assessment					
	A mastery model of on-going evaluation will be used. A student will reach mastery when s/he has demonstrated through satisfactory completion of exercises, assignments and other assessments that the course objectives have been achieved.					
	Where formal	Where formal tests of specific skills are used, mastery will be defined as a score of 70% or more.				
	Progress will be monitored on a regular basis by the instructor in consultation with each student.					
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR					

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar