

## **EFFECTIVE: SEPTEMBER 2004** CURRICULUM GUIDELINES

	Division:	Educational Services	Ef	fective Date:		September, 200	4.	
В.	Department / Program Area:	Student Development English as a Second Language	If	vision Revision, Section(s) vised:		New Course	Х	
C:	EASL 0160	students of E	Da nediate nglish	te of Previous Revision te of Current Revision Reading and Writing as a Second Languag	n: g for e	<b>E:</b> 6		
	Subject & Course No. Descrip		tive Ti	tle Semester Credits				
F:	Calendar Description: This course is for students who wish to upgrade their reading and writing skills for personal, educational and/or employment purposes. The course is designed for students who have basic reading and writing skills, but limited experience in reading and writing for specific purposes. This course focuses on extensive reading and writing practice to improve confidence and to further develop reading and writing competence. This course emphasizes reading for main ideas and using new vocabulary strategies. Students will also generate and organize ideas into short compositions, proofread for basic errors, and improve grammar, sentence structure and vocabulary.							
G:	Allocation of Co / Learning Settin	ontact Hours to Type of Instruction ngs	H:	Course Prerequisite EASL 0135 and EA		5 or EASL assess	ment	
	Learning Setting Whole group ins	Primary Methods of Instructional Delivery and/or Learning Settings: Whole group instruction/small group and individualized activities		Course Corequisites: none				
	Classroom /language lab		J:	Course for which this Course is a Prerequisite				
		Number of Contact Hours: (per week / semester for each descriptor) 8		EASL 0260, EASL 0265 and EASL 0275, ESL 0264 and EASL 0274				
			K:	Maximum Class Size:				
	Number of Wee	ks per Semester: 15		18				
L:	PLEASE INDI	LEASE INDICATE:						
	Non-Credi	t						
	X College Cr	edit Non-Transfer						
	College Cr	redit Transfer:						
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)							

M:	Course Objectives / Learning Outcomes					
	Overall Objective					
	Extend fluency and confidence in reading and writing for a range of personal, educational, and/or employment					
	purposes.					
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	Specific Objectives					
	1. Read and understand short authentic material on relevant and practical topics to obtain and record					
	<ol> <li>information, learn about ideas and issues and expand vocabulary</li> <li>Use strategies to learn academic material</li> <li>Write reflectively</li> </ol>					
	4. Plan, write, revise and edit paragraph-length pieces of writing that meet specific communication					
	needs within a practical and relevant context.					
	5. Listen and speak to prepare for, support and extend reading and writing skills					
	6. Monitor and apply strategies to improve accuracy in grammar, sentence structure and word choice to					
	<ul><li>a specified level of accuracy</li><li>7. Participate effectively in a college classroom.</li></ul>					
	<ol> <li>Participate effectively in a conege classroom.</li> <li>Assess progress</li> </ol>					
	6. Assess progress					
N:	Course Content					
1.1.						
	Reading Skills					
	1. To follow the ideas and information in readings					
	i) Follow written assignment instructions					
	ii) Use pre-reading techniques to prepare for a reading task					
	ii) Recognize topic, main ideas, key details					
	v) Follow sequence of information and ideas					
	vi) Scan for specific information					
	vi) Identify and distinguish between facts and opinions					
	<ul><li>vii) Describe events and characters in short stories</li><li>2. To determine meanings of unfamiliar words in course materials</li></ul>					
	i) Use an English-English dictionary					
	ii) Use prefixes to determine meanings and suffixes to identify grammatical					
	uses					
	iii) Use simple context clues such as definitions, synonyms and punctuation					
	<ul><li>3. To find materials in the library</li><li>i) Use the library resources to locate assigned materials</li></ul>					
	<ul><li>4. To use study skills</li><li>i) Take notes: mark and label text to make margin notes</li></ul>					
	ii) Explain visual text material					
	iii) Prepare for tests: T/F, completion, matching, multiple choice, and short answer					
	iv) Learn content from text/class materials					
	Writing Skills					
	1. To write informally					
	i) Write reflectively about personal experience and readings					
	ii) Write messages and simple letters					
	iii) Outline main ideas in own words					
	2. To write paragraphs using the following strategies:					
	i) generate ideas from personal experience and readings					
	ii) select and narrow topics					
	iii) create paragraph frameworks					
	iv) write topic sentences					
	v) develop unified, specific support					
	vi) create coherence using logical order and transitions					
	vii) revise with peer and instructor feedback					
	viii) follow format instructions ix) edit and proofread					
	The formation of the second seco					

## Accuracy 1. For explicit instruction and evaluation Correctly forms and uses verb tense and time markers to describe, to explain and to narrate i) (simple present, simple past, present continuous, simple future) ii) Demonstrates and applies knowledge of basic parts of speech and basic sentence parts for editing iii) Correctly forms simple sentences, compound sentences (using "and, but, or, so") and complex sentences (using "because, before, after, when, who which, that") 2. Items to work on as need arises i) Correctly forms and uses modal verb forms for polite questions, requests, permission and ability ii) Corrects number errors on plural nouns and verb phrase errors (helping verb/main verb/forms) Correctly uses frequently-used time and place prepositions iii) Consistently and correctly spells irregular past verbs and applies word-ending spelling rules for iv) tenses (s, ed, ing) Consistently and correctly applies capitalization rules to sentences, proper nouns and titles v) **Classroom Skills** 1. Takes responsibility for the following: i) attendance and punctuality ii) class work and assignments iii) participation and teamwork Methods of Instruction Whole and small group instruction will be combined with individual assistance and student-directed learning. Students will receive assistance with reading difficulties that arise from lack of familiarity with the structure, lexicon and cultural content of the reading passages, and the instructor will facilitate, observe and evaluate students' participation in classroom activities. Students will participate in the setting of goals by identifying their communicative and language development needs, and in the selection of learning activities Textbooks and Materials to be Purchased by Students Students may be required to purchase a textbook to be determined by the instructor Means of Assessment 1. Complete assigned skill-development tasks 2. Prepare reading reports on assigned articles 3. Write compositions that meet instructor specified criteria for content, organization, language use, accuracy and format. These assignments could include the following: journals that describe personal experience and respond to ideas and information in readings simple messages and letters that meet specific needs of daily life; e.g. resumes, cover letters, email brief, informal pieces of writing that respond to ideas in readings brief, informal pieces of writing that describe and respond to events and characters in a story 4. Write paragraphs of narration, description and explanation, personal experience or respond to ideas and information in readings. Paragraphs should meet instructor specified criteria for content, organization, language use, accuracy and format. At least one must be word-processed 5. In an in-class environment, plan, organize and write at least one paragraph that meets instructor specified criteria for content, organization, language use and accuracy, and format.

**O**:

P:

**Q**:

- 6. Complete quizzes, both skill and content-based.
- 7. Maintain a journal to self-monitor progress in skills, language use and learning strategies.
- 8. Complete at least one self-assessment of learning strategies, progress and classroom skills to be discussed with the instructor.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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