

## **CURRICULUM GUIDELINES**

A.	Division:	Educational Services		Date:September 19, 2000						
В.	Department /	Student Development		ew Course			Revision	X		
	Program Area	English as a Second Language								
				Revision, Sect						
				evised: K, P						
				ate Last Revise						
•	FACI 164	D. Laman Inte	October 4, 1993							
C:	EASL 164		<b>D</b> : Lower Intermediate Reading for students of E: 3 English as a Second Language (Combined							
		Section)	a Secon	u Language (C	omomeu					
•	Subject & Cou	, , , , , , , , , , , , , , , , , , ,	iptive T	itle Semester Credits						
F:	Calendar Description:					er ereans				
1.	Culcindul Description.									
	This course with its corequisite EASL 174 is the first in a series of combined reading and writing courses, for students who wish to upgrade their reading in order to continue their education, improve employment							r		
		opportunities and meet day to day reading needs. EASL 164 is an extensive reading course for the student who								
	has learned some grammar and vocabulary and who can read simplified EASL material, but who has little									
		experience reading in English without translation.								
		course emphasizes reading for main ideas and using new vocabulary strategies. There are extensive								
	reading assignm	ading assignments to generate ideas for short compositions written in the corequisite course EASL 174.								
C.	Allogation of C	ontact Hours to Type of Instruction	. 11.	Carras Duam						
G:	/ Learning Setting	n H:	Course Prer	equisites.						
	/ Learning Setti	iigs		(FASI 144	and 154) or (	FASI	145 and 155) or	r		
	Primary Method	Primary Methods of Instructional Delivery and/or Learning Settings:			(EASL 144 and 154) or (EASL 145 and 155) or (EASL 135) or (Instructor permission)					
					) 01 (1115010000	- peri				
			I:	Course Core	equisites:					
	N 1 CC			EASL 174						
		Number of Contact Hours: (per week / semester for each descriptor) 4								
	ioi eacii descrip	101) 4	J:	Course for y	which this Co	urcai	s a Prerequisite			
			J.	Course for v	willen tills Co	urse is	s a r rerequisite			
	Number of Weeks per Semester: 14			EASL 264 or 265						
			K:	Maximum (	Class Size:					
				10						
				18						
L:	PLEASE INDI	CATE:								
	Non-Cred	ıt								
	X College C	redit Non-Transfer								
	College C	College Credit Transfer:			Grar	nted				
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)									

## M: Course Objectives / Learning Outcomes

Within relevant educational, employment and social contexts, students who master this course will be able to:

- 1. read continuously materials in course content, and other student-selected materials without recourse to translation or to the dictionary, and develop the ability to skip unfamiliar words and expressions not necessary for the comprehension of overall reading of the text.
- 2. read continuously materials in course content and other student selected readings without recourse to translation or to the dictionary, and develop skills in guessing from context the approximate meaning of unfamiliar words and expressions necessary for comprehension of overall reading of the text.
- 3. improve reading rate, without dropping comprehension rate below 80%, on timed readings.
- 4. locate main ideas in short readings.
- 5. locate main ideas in individual paragraphs within short readings.
- 6. re-tell, their own words, a story they have read.
- 7. use an English-English dictionary, without a bilingual dictionary, to rapidly locate a target word.
- 8. select, from several definitions, the one most appropriate to the context in which the word was encountered.

## **N:** Course Content:

- EASL materials such as simplified versions of famous books, structured readers
- Westcoast Reader
- heavily illustrated magazines such as National Geographic and Life
- newspaper headlines, picture-captions and short items (possibly adapted for easier comprehension)
- pleasure readings, such as pieces brought in by the students themselves; short fiction in EASL
- various English-only dictionaries.

## **O:** Methods of Instruction

The instructor will facilitate, observe and evaluate students' development of reading ability. Whole and small group instruction will be combined with individual assistance and student-directed learning. Students will receive assistance with reading difficulties that rise from lack of familiarity with the structure, lexicon and cultural content of the reading passages.

**P:** Textbooks and Materials to be Purchased by Students

Student may be required to purchase a textbook to be determined by the instructor.

O: Means of Assessment

This course is a college preparatory course and students will be marked on a MASTERY basis. Mastery will be granted to students who achieve over 70% on a series of in-class and out-of-class assessments.

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

Course Designer(s)	Education Council / Curriculum Committee Representative
Dean / Director	Registrar