

A: Division: Educational and Student Services
 B: Department: Student Services and Developmental Education
 Program:

Date: 24 January, 1994.

New Course:

Revision of Course
 Information Form: X Dec.27.88.

C: EASL 165

D: Lower Intermediate Reading for Students of
 English as a Second Language

E: 3

Subject & Course No.

Descriptive Title

Semester Credit

F: **Calendar Description:** This is not a beginner's course, but it is the first in a 4-level series. The series is designed to lead up to college reading standards, to improve work opportunities, and to meet day-to-day reading needs. EASL 165 is an extensive reading course. It is designed for the student who has learned some grammar and vocabulary and who can read simplified ESL material, but who has little experience reading in English without translation.

This course emphasizes reading for main ideas and using new vocabulary strategies. There are extensive reading assignments.

Summary of Revisions:
 (Enter date & section)
 Eg. Section C,E,F

1985-05-16 F,G,K,N,O,P,Q,R. 1994.01.24. H

G: **Type of Instruction: Hours per Week/per Semester**

Lecture	Hrs.	
Laboratory	Hrs.	
Seminar	Hrs.	
Clinical Experience	Hrs.	
Field Experience	Hrs.	
Practicum	Hrs.	
Shop	Hrs.	
Studio	Hrs.	
Student Directed Learning	Hrs.	
Other	see Q 4	Hrs.
TOTAL	4	HOURS

H: **Course Prerequisites:**

(EASL 145 and 155) or (EASL 144 and 154) or (EASL 135) or (Instructor Permission)

I: **Course Corequisites:**

None

J: **Course for which this Course is a Prerequisite:**

EASL 265

K: **Maximum Class Size:**

18

L: **College Credit Transfer**

College Credit Non-transfer X

M: **Transfer Credit:**

Requested:

Granted:

Specify Course Equivalents or Unassigned Credit as Appropriate:

U.B.C.
S.F.U.

U. Vic.
Other:

DIVISIONAL DEAN

REGISTRAR

Jan Selma

COURSE DESIGNER(S)

[Signature]

DIRECTOR/CHAIRPERSON

[Signature]

P.H. Ongers

**N: Textbooks and Materials to be Purchased by Students
(Use Bibliographic Form):**

Students must supply a three-ring binder, paper, pen, and pencil.

Students may be required to purchase a text.

Complete Form with Entries Under the Following Headings:

O: Course Objectives; P: Course Content; Q: Method of Instruction;

R: Course Evaluation

O. COURSE OBJECTIVES

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, skipping any unfamiliar words and expressions which are not necessary to understanding the meaning.
2. read uninterrupted materials in course content and other student selected readings, without recourse to translation or to the dictionary, guessing from context the approximate meaning of such unfamiliar words and expressions as appear necessary to understanding the meaning.
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, in their own words, a story they have read, such that the contents of the story are intelligible.
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.

P. COURSE CONTENT

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

Q. METHOD OF INSTRUCTION

Practice sessions will consist of students completing both teacher-guided and student-directed learning activities in pairs, in small groups and as a class.

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 arise from lack of familiarity with the structure, lexicon and cultural content of the reading passages.

R. COURSE EVALUATION

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.