



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

Division: Educational Services Effective Date: September 2004

B. Department / Student Development Revision New Course
 Program Area: English as a Second Language

If Revision, Section(s) C, F, H, I, J, M
 Revised:
 Date of Previous Revision: October 1993
 Date of Current Revision: October 2004

C: EASL 0174 **D:** Composition for Lower Intermediate Students
 of English as a Second Language (Combined
 Section) **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits								
F:	Calendar Description: This course with its corequisite EASL 0164 is the first in a series of combined reading and writing courses for students who wish to upgrade their writing in order to continue their education or improve employment opportunities. It is designed for students who have functional listening and speaking skills and some basic writing skills, but limited experience in writing for specific purposes. This course is primarily concerned with providing extensive writing practice to improve confidence and to give a base for developing writing competence. Using materials from the corequisite EASL 0164, students will generate and organize ideas into short compositions, improve grammar, sentence structure and vocabulary, and proofread for basic errors.									
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: (EASL 0144 and 0154) or (EASL 0145 and 0155) or (EASL 0135) or (Instructor permission)								
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice	I: Course Corequisites: EASL 0164								
	Number of Contact Hours: (per week / semester for each descriptor) 4	J: Course for which this Course is a Prerequisite EASL 0274 or 0275								
	Number of Weeks per Semester: 15	K: Maximum Class Size: 20								
L:	PLEASE INDICATE: <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <div style="display: inline-block; vertical-align: top; margin-left: 20px;"> <table border="0"> <tr> <td style="text-align: center;">Requested</td> <td style="text-align: center;">Granted</td> </tr> </table> </div> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:	Requested	Granted
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Requested	Granted									

<p>M: Course Objectives / Learning Outcomes</p> <p>Within relevant educational, employment, personal and social contexts, students will:</p> <ol style="list-style-type: none"> 1. complete functional writing tasks to meet personal needs, and to prepare for formal composition assignments. 2. write loosely paragraphed forms, such as accounts of experience or events, biographical descriptions or summaries of material from the EASL 0164 reading corequisite 3. compose short paragraphs that make and support a simple point 4. write comprehensibly.
<p>N: Course Content:</p> <ol style="list-style-type: none"> 1. Personal letters, notes, application forms, <ol style="list-style-type: none"> a) Format b) Style 2. Narration, description, summarizing, paraphrasing 3. Paragraphs <ol style="list-style-type: none"> a) Paragraph preparation: generating ideas, choosing topics b) Paragraph format: topic sentence, support, transitions c) Paragraph development: editing and revising 4. <ol style="list-style-type: none"> a) Language skills: grammar, sentence structure, punctuation, vocabulary b) Proofreading techniques
<p>O: Methods of Instruction</p> <p>The instructor will facilitate, observe and evaluate students' participation in writing 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>
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Materials will be supplied.</p> <p>Students may be required to purchase a text.</p>
<p>Q: Means of Assessment</p> <p>The 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.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p>

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar