Douglas College

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| | Division: | Educational Services | Effective Date: | | September 2004 |

**B.** Department / Program Area: Student Development / English as a Second Language

Revision **X**  New Course [ ]

If Revision, Section(s) Revised: C, H, J
Date of Previous Revision: January 24, 1004
Date of Current Revision: March 2004

**C:** EASL 0175

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

**E:** 3

| Subject & Course No. | Descriptive Title | Semester Credits |
|---|---|---|

**F:** Calendar Description:

This course is the first level in a four-level series 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.  Within the context of meaningful writing tasks, students will generate and organize ideas into short compositions, improve grammar, sentence structure and vocabulary, and proofread for errors.

**G:** Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Number of Contact Hours: (per week / semester for each descriptor)  4

Number of Weeks per Semester:  15

**H:** Course Prerequisites:
 (EASL 0145 and 0155) or (EASL 0144 and 0154) or (EASL 0135) or (Instructor Permission)

**I:** Course Corequisites:
None

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

EASL 0275

**K:** Maximum Class Size:

18

**L:** PLEASE  INDICATE**:**

[ ] Non-Credit

[X] College Credit Non-Transfer

[ ] College Credit Transfer:  Requested [ ]  Granted [ ]

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

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| **M:** | Course Objectives / Learning Outcomes <br><br> Within relevant educational, employment, personal and social contexts, students will: <br><br> 1. perform functional writing tasks to meet personal needs, and to prepare for formal composition assignments. <br><br> 2. write loosely paragraphed forms, such as accounts of experiences or events, biographical descriptions or summaries of articles or stories. <br><br> 3. compose short paragraphs that make and support a simple point. <br><br> 4. write comprehensibly. |
| **N:** | Course Content: <br> 1. Personal letters, notes, application forms <br>     a. Format <br>     b. Style <br><br> 2. Narration, description, summarizing, paraphrasing. <br><br> 3. Paragraphs <br>     a. Paragraph preparation: generating ideas, choosing topics <br>     b. Paragraph format: topic sentence, support, transitions <br>     c. Paragraph development: editing and revising <br><br> 4. a. Language skills: grammar, sentence structure, punctuation, vocabulary <br>     b. Proofreading techniques. |
| **O:** | Methods of Instruction <br><br> 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:** | Textbooks and Materials to be Purchased by Students <br> Materials will be supplied. <br> Students may be required to purchase a text. |
| **Q:** | Means of Assessment <br><br> 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. <br><br> Where formal tests of specific skills are used, mastery will be defined as a score of 70% or more. <br><br> 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 <br><br> No |

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Course Designer(s)

Education Council / Curriculum Committee  Representative

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Dean / Director

Registrar