



## EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

Division: Educational Services      Effective Date: September 2004

<b>B.</b>	Department / Program Area: Student Development English as a Second Language	Revision	<input checked="" type="checkbox"/>	New Course	<input type="checkbox"/>
		If Revision, Section(s) Revised:		C, F, H, I, J, N	
		Date of Previous Revision:		October 1993	
		Date of Current Revision:		September 2004	
<b>C:</b>	EASL 0244	<b>D:</b>	Upper Intermediate Listening for Students of English as a Second Language (Combined Section)	<b>E:</b>	3

Subject & Course No.	Descriptive Title	Semester Credits						
<b>F:</b>	<b>Calendar Description:</b> This course with its corequisite EASL 0254 is the second in a series of combined listening and speaking courses. This course is for students who wish to upgrade their listening skills in order to continue their education or improve their employment opportunities. Exercises will help students understand and respond appropriately to communication in a variety of routine settings. Activities will also provide an opportunity for language skill development, including grammar, sentence structure and vocabulary, as well as for pronunciation improvement.							
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings: see O  Number of Contact Hours: (per week / semester for each descriptor) 4  Number of Weeks per Semester: 15	<b>H:</b> Course Prerequisites: EASL 0144 or EASL 0145 or instructor permission  <b>I:</b> Course Corequisites:  EASL 0254  <b>J:</b> Course for which this Course is a Prerequisite  EASL 0344 or 0345  <b>K:</b> Maximum Class Size:  20						
<b>L:</b>	<b>PLEASE INDICATE:</b> <table border="1" style="margin-left: 20px;"> <tr><td style="width: 20px; height: 20px;"><input type="checkbox"/></td><td>Non-Credit</td></tr> <tr><td style="width: 20px; height: 20px;"><input checked="" type="checkbox"/></td><td>College Credit Non-Transfer</td></tr> <tr><td style="width: 20px; height: 20px;"><input type="checkbox"/></td><td>College Credit Transfer:</td></tr> </table> <p style="margin-left: 20px;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p>		<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
<input checked="" type="checkbox"/>	College Credit Non-Transfer							
<input type="checkbox"/>	College Credit Transfer:							

<b>M:</b>	<p>Course Objectives / Learning Outcomes</p> <p>Within relevant educational, employment, personal and social contexts, students will:</p> <ol style="list-style-type: none"> <li>1. understand and respond appropriately to what is being said in a variety of increasingly complex situations, and in longer conversations.</li> <li>2. recognize and understand formal and informal language.</li> <li>3. recognize and interpret cultural features of communication.</li> <li>4. carry out academic listening tasks, such as noting main points of a short presentation, understanding what is being said in a small group discussion.</li> </ol>
<b>N:</b>	<p>Course Content:</p> <p>Communicative Situations arising from themes and topics common to EASL 0154 and its corequisite 0144.</p> <ol style="list-style-type: none"> <li>1. a. language functions, such as reporting, requesting, expressed in different ways in a variety of settings, especially non-routine situations.</li> <li>   b. conversational signals, such as initiating or closing a conversation, especially those used to keep conversations going.</li> <li>2. use of register (formal, informal language).</li> <li>3. cultural appropriateness (responding in accordance with cultural expectations).</li> <li>4. classroom listening skills, such as presentation format, strategies, and basic notetaking techniques.</li> </ol>
<b>O:</b>	<p>Methods of Instruction</p> <p>The instructor will facilitate, observe and evaluate students' participation in communicative 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>
<b>P:</b>	<p>Textbooks and Materials to be Purchased by Students</p> <p>Materials will be supplied.</p> <p>Students may be required to purchase a textbook.</p>
<b>Q:</b>	<p>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>
<b>R:</b>	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

---

 Course Designer(s)

---

 Education Council / Curriculum Committee Representative

---

 Dean / Director

---

 Registrar