



## 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, H, I, J	
		Date of Previous Revision:		January 1994	
		Date of Current Revision:		September 2004	
<b>C:</b>	EASL 0245	<b>D:</b>	Upper Intermediate Listening for Students of English as a Second Language	<b>E:</b>	3

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description:</b> This course is the second level of a series designed 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 when participating in longer conversations and communicating in non-routine situations. Listening texts will be based on sources such as t.v., radio, films, tapes and guest speakers. Some simple notetaking exercises, such as writing down key words and main points, will be introduced. Through these activities, students will continue to develop language skills.	
<b>G:</b>	<b>Allocation of Contact Hours to Type of Instruction / Learning Settings</b>  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	<b>H: Course Prerequisites:</b>  EASL 0145 or 0144 or Instructor Permission  <b>I: Course Corequisites:</b>  Recommended EASL 0255  <b>J: Course for which this Course is a Prerequisite</b>  EASL 0345  <b>K: Maximum Class Size:</b>  20
<b>L:</b>	<b>PLEASE INDICATE:</b>  <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer:  SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )	

<p><b>M:</b> 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 classroom listening tasks, such as noting main points of a short presentation, understanding what is being said in a small group discussion.</li> </ol>
<p><b>N:</b> Course Content</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. 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 note taking techniques.</li> </ol>
<p><b>O:</b> Method 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>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>Materials will be supplied. Students may be required to purchase a textbook.</p>
<p><b>Q:</b> Means of Assessment</p> <p>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.</p> <p>Where formal tests of specific skills are used, mastery will be defined as a score of 70% or more.</p> <p>Progress will be monitored on a regular basis by the instructor in consultation with each student.</p>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR No</p>

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 Course Designer(s)

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 Education Council / Curriculum Committee  
 Representative

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 Dean / Director

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 Registrar