



# EFFECTIVE: SEPTEMBER 2004

## CURRICULUM GUIDELINES

Division: Educational Services      Effective Date: September 2004

<b>B.</b>	Department / Student Development Program Area: 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 0254	<b>D:</b>	Upper Intermediate Conversation for Students of English as a Second Language (Combined Section)		
		<b>E:</b>	3		

Subject & Course No.	Descriptive Title	Semester Credits						
<b>F:</b> Calendar Description: This course with its corequisite EASL 0244 is the second in a series of combined listening and speaking courses. This course is for students who wish to upgrade their conversational skills in order to continue their education or improve their employment opportunities. Exercises will help students communicate appropriately in a variety of settings. The emphasis will be on participating in longer conversations, and communicating in non routine situations. Some classroom speaking skills, such as making short, informal presentations and participating in discussions, will also be introduced. Through these activities, students will continue to develop language skills.								
<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 0154 or 0155 or instructor permission							
	<b>I:</b> Course Corequisites:  EASL 0244							
	<b>J:</b> Course for which this Course is a Prerequisite  EASL 0354 or 0355							
	<b>K:</b> Maximum Class Size:  20							
<b>L:</b> PLEASE INDICATE: <table><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> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)			<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. communicate in a variety of settings, especially in non-routine situations, and participate in longer conversations.</li> <li>2. use formal and informal language appropriately.</li> <li>3. communicate in culturally appropriate ways.</li> <li>4. express themselves comprehensibly.</li> <li>5. carry out classroom speaking tasks.</li> </ol>
<b>N:</b>	<p>Course Content:</p> <p>Communicative situations arising from themes and topics common to EASL 0254 and the corequisite 0244.</p> <ol style="list-style-type: none"> <li>1. a. Language functions, such as reporting and requesting, expressed in different ways in a variety of settings, especially in non-routine situations. b. Conversational signals, such as interrupting, introducing a related sub-topic, especially signals used to keep conversations going longer, such as asking follow-up questions.</li> <li>2. Use of register (formal, informal language).</li> <li>3. Cultural appropriateness (communicating in accordance with cultural expectations).</li> <li>4. Language skills (grammar, sentence structure, vocabulary, pronunciation).</li> <li>5. Classroom speaking skills, such as presentation format, discussion strategies.</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 text and blank cassette tapes.</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>

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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