



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) Revised: C, H, I, J
 Date of Previous Revision: January 24, 1994
 Date of Current Revision: September 2004

C: EASL 0255 **D:** Upper Intermediate Conversation for Students of English as a Second Language **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits
F:	<p>Calendar Description: This course is the second level of a series designed 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.</p>	
G:	<p>Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p>Number of Weeks per Semester: 15</p>	
	H:	<p>Course Prerequisites: EASL 0155 or 0154 or Instructor Permission</p>
	I:	<p>Course Corequisites: Recommended EASL 0245</p>
	J:	<p>Course for which this Course is a Prerequisite EASL 0355</p>
	K:	<p>Maximum Class Size: 20</p>
L:	<p>PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer:</p> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>	

M:	<p>Course Objectives / Learning Outcomes</p> <p>Within relevant educational, employment, personal and social contexts, students will:</p> <ol style="list-style-type: none"> 1. communicate in a variety of settings, especially in non-routine situations, and participate in longer conversations; 2. use formal and informal language appropriately; 3. communicate in culturally appropriate ways; 4. express themselves comprehensibly; 5. carry out classroom speaking tasks.
N:	<p>Course Content:</p> <p><u>Communicative Situations</u></p> <ol style="list-style-type: none"> 1. a. Language functions, such as reporting, 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. 2. Use of register (formal, informal language). 3. Cultural appropriateness (communicating in accordance with cultural expectations). 4. Language skills (grammar, sentence structure, vocabulary, pronunciation). 5. Classroom speaking skills, such as presentation format, discussion strategies.
O:	<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>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>Materials will be supplied. Students may be required to purchase a text.</p>
Q:	<p>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>
R:	<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