



# CURRICULUM GUIDELINES

**A.** Division: Educational Services Date: September 19, 2000  
**B.** Department / Student Development New Course  Revision   
 Program Area English as a Second Language  
 If Revision, Section(s)  
 Revised: K, P  
 Date Last Revised: 4  
 October, 1993  
**C:** EASL 264 **D:** Upper Intermediate Reading for Students of **E:** 3  
 English as a Second Language (Combined  
 Section)

Subject & Course No.	Descriptive Title	Semester Credits									
<b>F:</b> Calendar Description: This course with its corequisite EASL 274 is the second in a series of combined reading and writing courses. This course is for students who wish to continue their education, to improve work opportunities, and to meet day to day reading needs. EASL 264 is an intensive reading course, which emphasizes specific reading skills such as predicting, scanning, skimming, surveying, guessing meaning from context, notetaking and critiquing. Students will use ideas from the readings to generate ideas for the writing assignments in the corequisite EASL 274.											
<b>G:</b> 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: 14	<b>H:</b> Course Prerequisites:  EASL 164 or 165 or instructor permission										
	<b>I:</b> Course Corequisites:  EASL 274										
	<b>J:</b> Course for which this Course is a Prerequisite  EASL 364 or 365										
	<b>K:</b> Maximum Class Size:  18										
<b>L:</b> PLEASE INDICATE: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td style="width: 45%;">Non-Credit</td> <td style="width: 40%;"></td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> <td>Requested <input type="checkbox"/> Granted <input type="checkbox"/></td> </tr> </table> <p style="text-align: center;">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:	Requested <input type="checkbox"/> Granted <input type="checkbox"/>
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<p><b>M:</b> Course Objectives / Learning Outcomes</p> <p>Within relevant educational, employment and social context, students who master this course will be able to:</p> <ol style="list-style-type: none"> <li>1. maintain/improve skills taught in EASL 165 or EASL 164.</li> <li>2. select appropriate dictionaries, and use them effectively</li> <li>3. use the more common context clues, together with knowledge of affixes and roots where applicable, to determine the meaning of an unfamiliar word or phrase.</li> <li>4. make predictions prior to reading, survey the reading to verify the predictions, make on-going predictions while reading, and scan ahead to verify such predictions.</li> <li>5. scan to find specific information to answer a given question.</li> <li>6. skim for main ideas and key details.</li> <li>7. identify the organizational patterns of reading materials</li> <li>8. make inferences that accord with the writer's implications</li> <li>9. distinguish facts from opinion, and distinguish the writer's opinion from those of others referred to by the writer.</li> <li>10. determine whether the writer has attempted factual and logical support for his own opinions.</li> </ol>
<p><b>N:</b> Course Content:</p> <ul style="list-style-type: none"> <li>- newspaper: longer news items, columns, opinion editorial</li> <li>- culturally accessible articles from news magazines, eg. <u>Macleans</u></li> <li>- EASL reading texts</li> <li>- reference materials such as dictionaries and indexes</li> <li>- passages from college texts (for surveying, skimming)</li> </ul>
<p><b>O:</b> Methods of Instruction</p> <p>The instructor will facilitate, observe and evaluate students' development of reading ability. Whole and small group instruction will be combined with individual assistance and student-directed learning. Students will receive assistance with reading difficulties that arise from lack of familiarity with the structure, lexicon and cultural content of the reading passages.</p>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>Students may be required to purchase a textbook to be determined by the instructor.</p>
<p><b>Q:</b> 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 assessment</p>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</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