



## EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

<b>A.</b>	Division: Educational Services	Effective Date:	September 2004	
<b>B.</b>	Department / Student Development	Revision	<input checked="" type="checkbox"/> New Course	<input type="checkbox"/>
	Program Area English as a Second Language	If Revision, Section(s) Revised:	C, F, H, I, J, M	
		Date Last Revised:	September 19, 2000	
		Date Current Revision	September 2004	
<b>C.</b>	EASL 0264	<b>D:</b>	Upper Intermediate Reading 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 0274 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 0264 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 0274.	
<b>G:</b>	<b>Allocation of Contact Hours to Type of Instruction / Learning Settings</b>  <b>Primary Methods of Instructional Delivery and/or Learning Settings:</b>  <b>Number of Contact Hours: (per week / semester for each descriptor) 4</b>  <b>Number of Weeks per Semester: 15</b>	
	<b>H:</b>	<b>Course Prerequisites:</b>  EASL 0164 or 0165 or instructor permission
	<b>I:</b>	<b>Course Corequisites:</b>  EASL 0274
	<b>J:</b>	<b>Course for which this Course is a Prerequisite</b>  EASL 0364 or 0365
	<b>K:</b>	<b>Maximum Class Size:</b>  18
<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: Requested <input type="checkbox"/> Granted <input type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )	

**M:** Course Objectives / Learning Outcomes

Within relevant educational, employment and social context, students who master this course will be able to:

1. maintain/improve skills taught in EASL 0165 or EASL 0164.
2. select appropriate dictionaries, and use them effectively
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.
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.
5. scan to find specific information to answer a given question.
6. skim for main ideas and key details.
7. identify the organizational patterns of reading materials
8. make inferences that accord with the writer's implications
9. distinguish facts from opinion, and distinguish the writer's opinion from those of others referred to by the writer.
10. determine whether the writer has attempted factual and logical support for his own opinions.

**N:** Course Content:

- newspaper: longer news items, columns, opinion editorial
- culturally accessible articles from news magazines, eg. Macleans
- EASL reading texts
- reference materials such as dictionaries and indexes
- passages from college texts (for surveying, skimming)

**O:** Methods of Instruction

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:** Textbooks and Materials to be Purchased by Students

Students may be required to purchase a textbook to be determined by the instructor.

**Q:** Means of Assessment

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

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

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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