

A: Division: Educational and Student Services
 B: Department: Student Services and Developmental Education
 Program:

Date: January 24, 1994.

New Course:

Revision of Course
 Information Form: Dec. 21, 1988.

C: EASL 265 D: Upper Intermediate Reading for Students of English as a Second Language E: 3

Subject & Course No.	Descriptive Title	Semester Credit																																	
F: Calendar Description: This course is the second in a 4-level series. The series is designed to lead up to college reading standards, to improve work opportunities, and to meet day-to-day reading needs. EASL 265 is an <u>intensive</u> reading course. It is designed for the student who reads non-academic materials in English without feeling a need for translation, but reads slowly and uncritically. This course emphasizes specific reading skills such as predicting, scanning, skimming, surveying, guessing meaning from context, notetaking and critiquing. Additional Lab time may be assigned for intensive skill-building.	Summary of Revisions: (Enter date & section) Eg. Section C,E,F 1988-05-16 F,G,K,N,O,P,Q,R. 1994-01-24 H																																		
G: Type of Instruction: Hours per Week/per Semester <table border="0"> <tr><td>Lecture</td><td>Hrs.</td><td></td></tr> <tr><td>Laboratory</td><td>Hrs.</td><td></td></tr> <tr><td>Seminar</td><td>Hrs.</td><td></td></tr> <tr><td>Clinical Experience</td><td>Hrs.</td><td></td></tr> <tr><td>Field Experience</td><td>Hrs.</td><td></td></tr> <tr><td>Practicum</td><td>Hrs.</td><td></td></tr> <tr><td>Shop</td><td>Hrs.</td><td></td></tr> <tr><td>Studio</td><td>Hrs.</td><td></td></tr> <tr><td>Student Directed Learning</td><td>Hrs.</td><td></td></tr> <tr><td>Other</td><td>see Q 4</td><td></td></tr> <tr><td>TOTAL</td><td>4</td><td>HOURS</td></tr> </table>	Lecture	Hrs.		Laboratory	Hrs.		Seminar	Hrs.		Clinical Experience	Hrs.		Field Experience	Hrs.		Practicum	Hrs.		Shop	Hrs.		Studio	Hrs.		Student Directed Learning	Hrs.		Other	see Q 4		TOTAL	4	HOURS	H: Course Prerequisites: EASL 165 or 164 or Instructor Permission I: Course Corequisites: None J: Course for which this Course is a Prerequisite: EASL 365 K: Maximum Class Size: 18	
Lecture	Hrs.																																		
Laboratory	Hrs.																																		
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Other	see Q 4																																		
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L: College Credit Transfer
 College Credit Non-transfer X

M: Transfer Credit:
 Requested:
 Granted:
 Specify Course Equivalents or Unassigned Credit as Appropriate:

T. P. ... per Terry ...
 COURSE DESIGNER(S)

U.B.C.
 S.F.U.
 U. Vic.
 Other: *[Signature]*
 DIVISIONAL DEAN

[Signature]
 DIRECTOR/CHAIRPERSON

P. H. ...
 REGISTRAR

N: Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Students must supply a three-ring binder, paper, pen, and pencil.

Students may be required to purchase a text.

Complete Form with Entries Under the Following Headings:

O: Course Objectives; P: Course Content; Q: Method of Instruction;

R: Course Evaluation

0. COURSE OBJECTIVES

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

1. maintain/improve skills taught in EASL 165.
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 outstanding 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.

P. COURSE CONTENT

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

Q. METHOD OF INSTRUCTION

Practice sessions will consist of students completing both teacher-guided and student-directed learning activities in pairs, in small groups and as a class.

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.

R. COURSE EVALUATION

This 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.