



EFFECTIVE: SEPTEMBER 2005 CURRICULUM GUIDELINES

A. Division: Educational Services Effective Date: September 2005

B. Department / Student Development Revision New Course
 Program Area: English as a Second Language If Revision, Section(s) C,F,G,H,I,J,M,N,O,P,
 Revised: Q

Date of Previous Revision: January 1994
 Date of Current Revision: June 2004

C: EASL 0265 **D:** Upper Intermediate Reading for Students of English as a Second Language **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p style="padding-left: 40px;">This course is for students who wish to upgrade their reading for personal, educational and/or employment purposes. This course is designed for students who read short, non-academic materials in English without feeling a need for translation, but read slowly and uncritically. This course emphasizes specific reading skills such as predicting, scanning, skimming, surveying, guessing meaning from context, and notetaking.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p style="padding-left: 20px;">Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p style="padding-left: 20px;">Whole group instruction/small group and individual activities Classroom</p> <p style="padding-left: 20px;">Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p style="padding-left: 20px;">Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites:</p> <p style="padding-left: 20px;">EASL 0160 or EASL 0165 or EASL 0164 or EASL assessment</p>							
	<p>I: Course Corequisites:</p> <p style="padding-left: 20px;">Recommended EASL 0275</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p style="padding-left: 20px;">EASL 0365 or EASL 0360</p>							
	<p>K: Maximum Class Size:</p> <p style="padding-left: 20px;">18</p>							
<p>L: PLEASE INDICATE:</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="padding-left: 10px;">Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; text-align: center;">X</td> <td style="padding-left: 10px;">College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="padding-left: 10px;">College Credit Transfer:</td> </tr> </table> <p style="margin-left: 20px;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>				Non-Credit	X	College Credit Non-Transfer		College Credit Transfer:
	Non-Credit							
X	College Credit Non-Transfer							
	College Credit Transfer:							

M: Course Objectives / Learning OutcomesOverall Objectives

Extend fluency and confidence in reading for a range of personal and academic and employment purposes

Specific Objectives

1. Read and understand stories and short, authentic reading materials on relevant and practical topics to obtain and record information, learn about ideas and issues, and expand vocabulary
2. Use strategies to learn academic material
3. Listen and speak to prepare for, support, and extend reading skills
4. Write with a specified level of accuracy to extend reading skills
5. Participate effectively in a college classroom
6. Assess progress

N: Course ContentReading Skills

1. To follow the ideas and information in readings
 - i) Follow written instructions
 - ii) Use pre-reading techniques to prepare for a reading task
 - iii) In expository texts, recognize purpose and/or issue, overall key idea, main ideas, and key details
 - iv) Follow organization of a text and paragraphs within a text
 - v) Scan for specific information
 - vi) In opinion texts, identify author's opinions, reasons, and supporting details
 - vii) Make inferences
 - viii) Describe plot, major and minor characters, and setting in a short story or simplified novel
2. To determine meanings of unfamiliar words in course materials
 - i) Use an English-English dictionary
 - ii) Use prefixes to determine meanings and suffixes to identify grammatical uses
 - iii) Use several types of context clues, such as parts of speech, related words, and other sentence clues
3. To find materials in the library
 - i) Use library resources (e.g. Canadian News disc) to locate assigned articles
4. To use study skills
 - i) Take notes, outline text, make margin annotations
 - ii) Interpret visuals in text material
 - iii) Prepare for tests (T/F, completion, matching, multiple choice, and short answer)
 - iv) Learn content from text/class materials

Accuracy

1. To self-monitor for accuracy
 - i) Use editing symbols
 - ii) Apply knowledge of parts of speech, sentence elements, specified sentence types, and mechanics
2. To identify and work on as need arises
 - a) All accuracy items from the 100 level
 - b) Tenses, modals, time markers (including prepositions)
 - c) Simple, compound, and complex sentences (with adverb clauses).
 - d) Pronoun and verb tense shifts
 - e) Frequently-used count and non-count nouns, number, simple rules for articles/determiners

Classroom Skills

1. To take responsibility for the following:
 - f) attendance and punctuality
 - g) class work and assignments
 - h) participation and teamwork

O:	<p>Methods of Instruction</p> <p>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. Students will participate in the setting of goals by identifying their communicative and language development needs, and in the selection of learning activities.</p>
P:	<p>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>
Q:	<p>Means of Assessment</p> <ol style="list-style-type: none"> 1. Complete assigned skill-development tasks to a specified level of accuracy 2. Read instructor and self-selected materials, both factual and issue-oriented, and write informal reports 3. Complete quizzes, both skill based and content based 4. Complete at least one self-assessment of learning strategies, progress, and classroom skills to be discussed with the instructor <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