



# 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, F, H, I, J, M, N  
 Date of Previous Revision: October 1993  
 Date of Current Revision: September 2004

**C:** EASL 0274      **D:** Composition for Upper Intermediate Students of English as a Second Language (Combined Course)      **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits												
<b>F:</b> Calendar Description:  This course with its corequisite EASL 0264 is the second in a series of combined reading and writing courses for students who wish to upgrade their writing and reading in order to continue their education or improve employment opportunities. It is designed for students who have some composition experience and intermediate listening and speaking skills. This course will mainly provide practice in writing different types of expository paragraphs and short compositions. Students will use ideas from the readings in EASL 0264 to generate ideas into increasingly longer compositions and practice organizing, editing and revising. Exercises will help students clarify and elaborate supporting points, use grammar, sentence structure and vocabulary accurately, and proofread for errors.														
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  See O  Number of Contact Hours: (per week / semester for each descriptor) 4  Number of Weeks per Semester: 15	<b>H:</b> Course Prerequisites:  EASL 0175 or 0174 or instructor permission  <b>I:</b> Course Corequisites:  EASL 0264  <b>J:</b> Course for which this Course is a Prerequisite  EASL 0375 or 0374  <b>K:</b> Maximum Class Size:  20													
<b>L:</b> PLEASE INDICATE:  <table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="padding-left: 10px;">Non-Credit</td> <td></td> <td></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> <td></td> <td></td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="padding-left: 10px;">College Credit Transfer:</td> <td style="padding-left: 100px;">Requested <input type="checkbox"/></td> <td style="padding-left: 100px;">Granted <input type="checkbox"/></td> </tr> </table> <p style="text-align: center; margin-top: 5px;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p>				Non-Credit			X	College Credit Non-Transfer				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, personal and social context, students will:</p> <ol style="list-style-type: none"> <li>1 generate content appropriate for a range of primarily academic writing tasks from the EASL 0264 reading corequisite.</li> <li>2 focus and organize ideas into outlines for various types of paragraphs, such as cause/effect, comparison/contrast.</li> <li>3 compose increasingly longer paragraphs, or short compositions of more than one paragraph, that make, support and logically develop a single point.</li> <li>4 write comprehensibly.</li> </ol>
<p><b>N:</b> Course Content:</p> <ol style="list-style-type: none"> <li>1. Generating content <ol style="list-style-type: none"> <li>a) Techniques such as brainstorming</li> <li>b) Sources, such as personal experience, human observation, and articles or texts explored in EASL 0264.</li> </ol> </li> <li>2. Outlining techniques <ol style="list-style-type: none"> <li>a) Topic selection</li> <li>b) Rhetorical patterns</li> <li>c) Rough drafting</li> <li>d) Outlining</li> </ol> </li> <li>3. <ol style="list-style-type: none"> <li>a) Paragraph/composition format: introduction, topic sentence, main supporting points, supporting details, transitions, conclusions, etc.</li> <li>b) Paragraph/composition development: editing and revising.</li> </ol> </li> <li>4. <ol style="list-style-type: none"> <li>a) Language skills: grammar, sentence structure, punctuation, vocabulary</li> <li>b) Proofreading techniques.</li> </ol> </li> </ol>
<p><b>O:</b> Methods of Instruction</p> <p>The instructor will facilitate, observe and evaluate students' participation in writing 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><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>Materials will be supplied. Students may be required to purchase a text.</p>
<p><b>Q:</b> Means of Assessment</p> <p>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.</p>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</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