

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

Date: 24 January, 1994.

New Course:

Revision of Course Information Form: X

C: EASL 275

D: Composition for Upper Intermediate Students of English as a Second Language

E: 3

Subject & Course No.	Descriptive Title	Semester Credit																						
F: Calendar Description: This course is the second level in a four-level series for students who wish to upgrade their writing in order to continue their education or improve employment opportunities. It is designed for students who have some composition experience and reasonable listening and speaking skills. This course will mainly provide practice in writing different types of expository paragraphs and short compositions. Students will generate and organize ideas into increasingly longer compositions and practice editing and revising. Exercises will help students clarify and elaborate supporting points, use grammar, sentence structure and vocabulary accurately, and proofread for errors.	Summary of Revisions: (Enter date & section) Eg. Section C,E,F 1988.06.21 D,F,G,H,N,O,P,Q,R. 1994.01.24. H																							
G: Type of Instruction: Hours per Week/per Semester	H: Course Prerequisites: EASL 175 or 174 or Instructor Permission I: Course Corequisites: None J: Course for which this Course is a Prerequisite: EASL 375 K: Maximum Class Size: 18																							
<table border="0"> <tr><td>Lecture</td><td>Hrs.</td></tr> <tr><td>Laboratory</td><td>Hrs.</td></tr> <tr><td>Seminar</td><td>Hrs.</td></tr> <tr><td>Clinical Experience</td><td>Hrs.</td></tr> <tr><td>Field Experience</td><td>Hrs.</td></tr> <tr><td>Practicum</td><td>Hrs.</td></tr> <tr><td>Shop</td><td>Hrs.</td></tr> <tr><td>Studio</td><td>Hrs.</td></tr> <tr><td>Student Directed Learning</td><td>Hrs.</td></tr> <tr><td>Other</td><td>4 Hrs.</td></tr> <tr><td>TOTAL</td><td>4 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	4 Hrs.	TOTAL	4 HOURS		
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TOTAL	4 HOURS																							
L: College Credit Transfer College Credit Non-transfer X	M: Transfer Credit: Requested: Granted: Specify Course Equivalents or Unassigned Credit as Appropriate																							

[Signature]
 COURSE DESIGNER(S)
[Signature]
 DIRECTOR/CHAIRPERSON

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

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

Materials will be supplied.
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

O. Course Objectives

Within relevant educational, employment, personal and social context, students will:

1. generate content appropriate for a range of primarily academic writing tasks.
2. focus and organize ideas into outlines for various types of paragraphs, such as cause/effect, comparison/contrast.
3. compose increasingly longer paragraphs, or short compositions of more than one paragraph, that make, support and logically develop a simple point.
4. write comprehensibly.

P. Course Content

1. Generating content.
 - a. Techniques such as brainstorming.
 - b. Sources, such as personal experience, human observation, articles, texts.
2. Outlining techniques
 - a. Topic selection.
 - b. rhetorical patterns
 - c. rough drafting.
 - d. outlining.
3. a. Paragraph/composition format: introduction, topic sentence, main supporting points, supporting details, transitions, conclusion, etc.
b. Paragraph/composition development: Editing and revising.
4. a. Language skills: Grammar, sentence structure, punctuation, vocabulary.
b. Proofreading techniques.

Q. Method of Instruction

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.

R. Course Evaluation

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.

Where formal tests of specific skills are used, mastery will be defined as a score of 70% or more.

Progress will be monitored on a regular basis by the instructor in consultation with each student.