



# EFFECTIVE: SEPTEMBER 2005

## CURRICULUM GUIDELINES

Division: Educational Services      Effective Date: September 2005

<b>B.</b>	Department / Program Area: Student Development English as a Second Language	Revision	<input checked="" type="checkbox"/>	New Course	<input type="checkbox"/>
		If Revision, Section(s)	C,F, H, I, J, M, N, O,		
		Revised:	P,Q		
		Date of Previous Revision:	January 1994		
		Date of Current Revision:	June 2004		
<b>C:</b>	EASL 0275	<b>D:</b>	Composition for Upper Intermediate Students of English as a Second Language		<b>E:</b> 3

Subject & Course No.	Descriptive Title		Semester Credits					
<b>F:</b> Calendar Description: This course is for students who wish to upgrade their writing for personal, educational and/or employment purposes. It is designed for students who have some composition experience and intermediate listening and speaking skills. This course will 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.	<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings: Whole group instruction/small group and individual activities Classroom and Computer Lab  Number of Contact Hours: (per week / semester for each descriptor) 4  Number of Weeks per Semester: 15	<b>H:</b> Course Prerequisites:  EASL 0164 or EASL 0165 and EASL 0174 or EASL 0175 or EASL assessment or EASL 0160						
		<b>I:</b> Course Corequisites:  Recommended EASL 0265						
		<b>J:</b> Course for which this Course is a Prerequisite  EASL 0375 or EASL 0374 or EASL 0360						
		<b>K:</b> Maximum Class Size:  18						
		<b>L:</b> PLEASE INDICATE: <table><tr><td><input type="checkbox"/></td><td>Non-Credit</td></tr><tr><td><input checked="" type="checkbox"/></td><td>College Credit Non-Transfer</td></tr><tr><td><input type="checkbox"/></td><td>College Credit Transfer:</td></tr></table>		<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>
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SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)								

**M:** Course Objectives / Learning OutcomesOverall Objectives

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

Specific Objectives

1. Read and understand material to support writing
2. Use strategies to learn academic material
3. Write reflectively
4. Plan, write, revise, and edit paragraph-length pieces of writing that meet specific communication needs within a practical and relevant context
5. Listen and speak to prepare for, support, and extend writing skills
6. Monitor and apply strategies to improve accuracy in grammar, sentence structure, and word choice to a specified level of accuracy
7. Participate effectively in a college classroom
8. Assess progress

**N:** Course ContentWriting Skills

1. To write informally
  - i) Write reflectively about personal experience and readings
  - ii) Summarize main ideas and key details in own words
  - iii) Summarize opinions, reasons, and supporting details
2. To write compositions of one or more paragraphs using the following strategies:
  - i) generate ideas from personal experience and readings
  - ii) select and narrow topics
  - iii) create paragraph outlines
  - iv) write topic sentences with specific controlling ideas
  - v) develop unified, specific support and refer to support if used
  - vi) create coherence using logical order, transitions, and pronouns
  - vii) develop and support one idea in a multi-paragraph composition
  - viii) revise with peer and limited teacher feedback
  - ix) follow format instructions
  - x) edit and proofread

Accuracy

## 1. For explicit instruction and evaluation

- i) Correctly form and use past continuous, present perfect and present perfect continuous tenses; use these tenses in appropriate ways (event before now with unspecified time, frequency and length of experience) using appropriate time markers (including prepositions)
- ii) Expand the range of cause/effect, conditional, and comparison/contrast connectors to join ideas with correct meaning and punctuation (conjunctions, adverb clauses, subordinators, transitions, correctly form and use reduced adverb clauses (participial phrases).
- iii) Expand the use of relative clauses (use of “whom, whose” + revision of “who, whom, that”), correctly form and use reduced adjective clauses (participial phrases)
- iv) Identify and correct plural/singular errors with frequently used count and noncount nouns

## 2. Items to work on as need arises

- i) All accuracy items specified for the 100 level
- ii) Correctly form and use the following modals (present and past tenses): necessity, advice, obligation and possibility
- iii) Edit simple, compound, and complex sentences for completeness and punctuation
- iv) Edit for pronoun and verb tense shift errors
- v) Edit for article/determiner errors by applying simple article and determiner rules (e.g. second mention)
- vi) Correctly spell specified connectors, frequently used content words, and irregular past participles
- vii) Apply appropriate strategies to use computers in writing

<p><b><u>Classroom Skills</u></b></p> <ol style="list-style-type: none"> <li>1. To take responsibility for the following:             <ol style="list-style-type: none"> <li>i) attendance and punctuality.</li> <li>ii) class work and assignments</li> <li>iii) participation and teamwork</li> </ol> </li> </ol>
<p><b>O:</b> Methods of Instruction</p> <p>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>Students may be required to purchase a textbook to be determined by the instructor.</p>
<p><b>Q:</b> Means of Assessment</p> <ol style="list-style-type: none"> <li>1. Complete assigned skill-development tasks</li> <li>2. Read instructor and self-selected material, both factual and issue-oriented, and write informal reports</li> <li>3. Write compositions that meet instructor specified criteria for content, organization, language use and accuracy, and format These assignments could include:             <ol style="list-style-type: none"> <li>i) journals that describe personal experience and respond to ideas and information in readings</li> <li>ii) informal pieces of writing that summarize overall key idea, main ideas and key details in reading materials</li> <li>iii) informal pieces of writing that identify an author's opinion and supporting details</li> <li>iv) informal compositions that describe plot, characters, and/or setting in a short story</li> </ol> </li> <li>4. Write formal compositions of several types, including at least one cause/effect and one comparison/contrast, that describe personal experience or respond to ideas and information in readings. At least two of these formal compositions must be word-processed and at least one composition must be multi-paragraph</li> <li>5. In class, plan, organize, and write at least two compositions that meet instructor specified criteria for content, organization, language use and accuracy, and format</li> <li>6. Complete quizzes, both skill based and content based</li> <li>7. Complete at least one self-assessment of learning strategies, progress, and classroom skills to be discussed with the instructor</li> <li>8. Complete tasks to a specified level of accuracy</li> </ol> <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>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR 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