



EFFECTIVE: SEPTEMBER 2005 CURRICULUM GUIDELINES

Division: Educational Services Effective Date: September 2005

B. Department / Program Area: Student Development / English as a Second Language Revision: New Course
 If Revision, Section(s) Revised: F, H, J, M, N,P, Q
 Date of Previous Revision: January 1994
 Date of Current Revision: June 2004
C: EASL 0345 **D:** Advanced Listening for Students of English as a Second Language **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits
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<p>F: Calendar Description:</p> <p>This course is designed for students who wish to upgrade their listening skills for educational and/or employment purposes. This course is most appropriate for people who are intending to take college or university courses. Through listening to materials from a variety of sources on many subjects, students will improve their ability to understand and respond appropriately in increasingly complex or problematic situations. Students will also improve their listening skills for academic study by following formal discussions, taking good notes, and organizing and using these notes to complete simple academic assignments. Through these activities, students will also continue to develop language skills.</p>	
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<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings: Teacher-guided and student-directed</p> <p>Whole group instruction/small group and individual activities Language lab</p> <p>Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites:</p> <p>EASL 0250 or EASL 0245 or EASL 0244 and a minimum of EASL 0160 or EASL 0175 or EASL 0174 or assessment</p> <p>I: Course Corequisites:</p> <p>Recommended EASL 0355</p> <p>J: Course for which this Course is a Prerequisite</p> <p>EASL 0445 or EASL 0450</p> <p>K: Maximum Class Size:</p> <p>20</p>
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L: PLEASE INDICATE:

	Non-Credit
X	College Credit Non-Transfer
	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives / Learning OutcomesOverall Objectives

Extend communicative competence and language accuracy for a range of educational and/or employment purposes

Specific Objectives

1. Understand general interest and academic oral communication on sometimes unfamiliar topics to obtain detailed information, to explore academic content, and to develop critical thinking
2. Take notes for a range of academic purposes
3. Use strategies to learn academic material
4. Speak to extend listening skills
5. Read to prepare for, support, and extend listening skills, and expand vocabulary
6. Write with a specified level of accuracy to extend listening skills
7. Monitor and apply strategies to a specified level of accuracy in grammar, sentence structure, word choice and intonation/stress/pronunciation
8. Assess progress
9. Participate effectively in a college classroom

N: Course Content:Listening

To follow conversations, discussions, reports and lectures

1. Use pre-listening techniques to prepare for a listening task
2. Identify purpose and/or issue, overall key idea, main ideas, and key details
3. Use active listening strategies
4. Use discourse and conversational markers to follow the organization of a discussion or talk
5. Refer to pre-listening and reference materials, and use context clues (e.g., synonyms) to determine meanings of unfamiliar words and phrases
6. Take notes
7. Use notes to complete assignments
8. Use notes to prepare for quizzes

To listen for discrete items

1. Write from dictation
2. Transcribe speech
3. Reconstruct text from dictocomps (retelling a story)
4. Listen for how information is organized (e.g., process, reasons, comparison/contrast)
5. Listen for specific pronunciation elements (e.g., special intonation questions, vowel and consonant sounds, stressed and unstressed words, linking and final consonants)

Speaking

To participate in conversations and discussions

As participant:

1. listen and actively contribute
2. use appropriate functions and conversational signals

Reading and Writing

To prepare for, support, and extend listening

1. Write notes and outlines. Other written tasks could include interview questions and answers, reports, summaries and/or paragraphs.
2. Organize notes identifying overall key idea, main ideas, and key details
3. Use readings for listening tasks

Accuracy

1. To identify and work on as need arises:
 - i) all accuracy items from 100 and 200 levels
 - ii) perfect tenses: past perfect, future perfect, all conditionals
 - iii) verbals: infinitives, gerunds, base forms
 - iv) word forms: nouns, adjectives, adverb
 - v) articles

Classroom skills

1. To take responsibility for the following:
 - i) attendance and punctuality
 - ii) class work and assignments
 - iii) participation and teamwork

O: Methods of Instruction

The instructor will facilitate, observe and evaluate students' participation in communicative 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: Textbooks and Materials to be Purchased by Students

Students may be required to purchase a textbook and/or audio materials.

Q: Means of Assessment

1. Complete assigned skill development tasks. These should include:
 - i) dictations, transcriptions, and dictocomps
 - ii) reports on assigned and self-selected listening/tasks
 - iii) oral/written reports related to listening tasks
2. Take notes on discussions, interviews, oral reports, videos, presentations, and lectures and use notes to complete assignments and take tests
3. Complete at least two listening and notetaking projects (individual or group). Some examples include:
 - i) taking notes on a regular class lecture at Douglas College or a community presentation
 - ii) listening to/taking notes on an interview
 - iii) attending a play or other cultural event and completing a follow-up task
 - iv) obtaining detailed information about a college or university program by telephone
 - v) evaluating a group discussion or talk
 - vi) interviewing an individual in the college or the community
4. Complete oral and written tasks to a specified level of accuracy
5. Complete skill-based quizzes; complete memory-based listening quizzes
6. Complete a self-assessment of learning strategies, progress, and classroom skills

This is a college preparatory course. 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.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR No
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Course Designer(s)

Education Council / Curriculum Committee
Representative

Dean / Director

Registrar