

EFFECTIVE SEPTEMBER 2005 CURRICULUM GUIDELINES

	Division:	Educational Services	Ef	fective Date:		September 2005	
В.	Department / Program Area:	Student Development English as a Second Language	Re	evision	X	New Course	
C:	EASL 0355	D : Advanced C	Re Da Da onvers	Revision, Section(s) evised: ate of Previous Revision ate of Current Revision ation and Discussion for a as a Second Language	: or	F, H, J, M, N, P, Q January 1994 June 2004 E: 3)
	Subject & Cour					nester Credits	
F:	Calendar Descrip	otion:					
	This course is designed for students who wish to upgrade their conversational and speaking skills for educational and/or employment purposes. This course is most appropriate for people intending to take college or university courses. Students will improve their ability to communicate in a variety of increasingly complex settings, especially in problem situations. They will also develop formal group discussion and leadership skills, and prepare and make formal presentations. Through these activities, students will continue to develop language skills, including grammar, sentence structure, vocabulary and pronunciation elements.						
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Teacher-guided and student-directed.		н:	Course Prerequisites: EASL 0250 or EASL 0255 or EASL 0254 and a minimum of EASL 0160 or EASL 0175 or EASL 0174 or EASL assessment			
	Whole class instruction/small group and individual activities Classroom		I:	Course Corequisites: Recommended EASL 0345			
			J:	Course for which thi	s Cours	se is a Prerequisite	
	Number of Contact Hours: (per week / semester for each descriptor) 4			EASL 0455 or EASL 0450			
			K:	Maximum Class Size	e:		
	Number of Weel	ks per Semester: 15		20			
L:	PLEASE INDIC	CATE:					
	Non-Credit	t					
	X College Cr	edit Non-Transfer					
	College Cr	edit Transfer:					
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)						
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M: Course Objectives / Learning Outcomes

Overall 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 academic purposes
- 3. Use strategies to learn academic material
- 4. Communicate competently in culturally-appropriate ways on sometimes unfamiliar topics using appropriate language functions to obtain and give detailed information, to explore academic content, and to solve problems
- 5. Speak comprehensibly in most contexts with frequent self-correction and rephrasing but with errors that occasionally interfere with communication
- 6. Read to prepare for, support, and extend listening and speaking skills and expand vocabulary
- 7. Write with a specified level of accuracy to extend speaking skills
- 8. Monitor and apply strategies to a specified level of accuracy in grammar, sentence structure, word choice and intonational stress/pronunciation
- 9. Assess progress
- 10. Participate effectively in a college classroom

N: Course Content

Speaking

1. To participate in conversations and discussions

As participant

- i) Listen and actively contribute
- ii) Use appropriate language functions and conversational signals
 - a) Use all functions and gambits from 100 and 200 levels
 - b) Use functions appropriately for expressing possibility, speculating and critiquing
 - c) Use gambits appropriately for participating in discussion

As leader

- i) Give instructions for group tasks
- ii) Assign responsibilities
- iii) Use gambits to effectively maintain discussion
- iv) Ask questions
- v) Encourage participants to participate
- vi) Manage turn-taking
- vii) Keep group on task
- viii) Report discussion outcomes

As interviewer

- i) Prepare questions
- ii) Explain purpose
- iii) Ask/clarify questions
- iv) Take notes
- v) Synthesize/summarize notes

- 2. To prepare and deliver formal reports and presentations
 - i) Select topic
 - ii) Develop purpose and focus
 - iii) Gather information/prepare outline
 - iv) Develop introduction, body, conclusion
 - v) Prepare visuals; integrate visuals into talk
 - vi) Rehearse/obtain feedback
 - vii) Prepare note cards
 - vii) Use effective presentation style: eye contact, body language, vocal delivery, and language use
 - vii) Prepare follow-up discussions
- 3. Give impromptu talks on spontaneous topics and under timed conditions
- 4. Use pronunciation elements appropriately

Reading and Writing

- 1. To prepare for, support, and extend speaking
 - i) Follow written instructions
 - ii) Use readings in speaking tasks
 - iii) Write reflectively
 - iv) Write notes, outlines, interview questions and answers, reports and summaries and/or paragraphs

Accuracy

- 1. For explicit instruction and evaluation
 - 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, adverbs
 - v) Pronunciation elements
 - a) All pronunciation elements from 100 and 200 levels
 - b) Special intonation patterns, vowel and consonant sounds
 - j) Articles
 - k) Question formation (for interview skills)

Classroom skills

- 1. Take responsibility for the following
 - 1. attendance and punctuality
 - 2. class work and assignments
 - 3. 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.

O: Means of Assessment

- 1. Complete assigned skill development tasks. These should include the following:
 - i) Pronunciation exercises (passages marked for specific pronunciation features, error records)
 - ii) Reports on assigned and self-selected speaking tasks
- 2. Participate in and lead small group and class discussions; carry out assigned role, (leader, note-taker, reporter, observer, monitor), initiate and respond to questions, and complete assigned tasks
- 3. Give at least one impromptu talk on a course topic or issue or an unfamiliar topic to small groups and/or whole class

	4.	Give at least one formal report or summary to the whole class. Some examples include: i) a report on a current event or recent trend ii) a summary of an educational video iii) a summary of an article					
	5.	Complete at least one listening and speaking project which includes a written component. Some examples include:					
		 i) participating in an interview or discussion with students in regular Douglas College classes 					
		ii) arranging for/introducing/thanking a guest speaker from the College or the community					
		iii) interviewing an individual in the college or the community					
	6.	Complete oral tasks to a specified level of delivery competence. This must include appropriate eye contact, body language, and vocal delivery features such as voice quality and appropriate					
		pauses					
	7.	Complete oral and written tasks to a specified level of language accuracy					
	8.	Complete skill based quizzes					
	9. Complete at least one self-assessment of learning strategies, progress and classroom skills to be discussed with the instructor						
	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						
<u> </u>							
Cour	rse Designer(s	Education Council / Curriculum Committee Representative					
Dean	n / Director	Registrar					

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