Douglas College

Division:	Educational Services	Effective Date:	September 2004.

B. Department / Program Area: Student Development / English as a Second Language

Revision ☐   New Course [X]

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: EASL 0360   **D:** Advanced Reading and Writing for students of English as a Second Language   **E:** 6

Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar Description:
This integrated reading and writing course is for students who wish to upgrade their reading and writing skills for educational and/or employment purposes. The course is designed for students who have experience writing expository paragraphs and reasonable control of grammar and sentence structure. This course emphasizes reading longer passages at a reasonable rate, taking notes for study purposes, and writing for a variety of academic purposes. Students will work on improving composing and organizational skills for writing 5-paragraph academic essays, and revising, editing, and proofreading skills. Students will be introduced to simple research skills, such as finding appropriate sources and documenting source materials.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Whole group instruction/small group/individual activities
Classroom and Language lab

Number of Contact Hours: (per week / semester for each descriptor) 8

Number of Weeks per Semester: 15

H: Course Prerequisites:
EASL 0260, or EASL 0265 and EASL 0275 or EASL 0264 and EASL 0274 or EASL assessment

I: Course Corequisites:

J: Course for which this Course is a Prerequisite

EASL 0460, or EASL 0464 and EASL 0474 or EASL 0475 and EASL 0465

K: Maximum Class Size:

18

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 Outcomes
   Overall Objectives
   Extend reading and writing competence and language accuracy for a range of educational and/or employment purposes

   Specific Objectives
   1.   Read and understand academic material and literature
   2.   Take notes for a range of academic purposes
   3.   Use strategies to explore academic material
   4.   Collect, analyze, and organize relevant information from a variety of sources
   5.   Plan, write, revise and edit summaries and multi-paragraph essays, incorporating source material documented APA style
   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 Content
   Reading Skills
      1.   To follow the ideas and information in readings
         i)   Follow written instructions
         ii)   Use pre-reading techniques to prepare for a reading task
         iii)   Follow organization of a text
         iv)   Recognize purpose and/or issue, overall key idea, main ideas, and key details in expository readings
         v)   Identify writer's overall point of view, tone, bias, supporting argument and evidence in opinion readings
         vi)   Identify character, conflict, theme, plot and setting in literature (e.g. short stories)
         vii)   Identify components of a case and analyze by applying problem-solving process in case studies
      2.   To determine meanings of unfamiliar words in course materials
         i)   Use an English-English dictionary.
         ii)   Use word analysis
         iii)   Use context clues within sentences and in surrounding sentences
      3.   Use library resources to locate materials
      4.   To use study skills
         i)   Place text material into visual form
         ii)   Interpret and create visuals
         iii)   Prepare study notes and predict exam questions
         iv)   Prepare for objective tests and essay tests
         v)   Learn content from text/class materials

   Writing Skills
      1.   To write informally
         i)   Write reflectively about course readings
         ii)   Summarize ideas and information from readings
         iii)   With literary texts, a) summarize plot b) describe setting c) analyze character d) identify theme and conflict
      2.   To write formal summaries and paragraphs
         i)   Take accurate notes from an assigned article related to essay topics
         ii)   Create paragraph frames for summaries and paragraphs
         iii)   Using notes and framework, compose well-structured, paraphrased, accurate summaries and paragraphs
         iv)   Describe plot, character, theme, conflict and setting
      3.   To write essays
         i)   Generate ideas from readings
         ii)   Select and narrow topics
         iii)   Write focused thesis statements and parallel blueprint points
         iv)   Create essay frameworks with interrelated body paragraph topic sentences
         v)   Write well-structured introductions

        vi)   Develop unified, specific support in body paragraphs
        vii)   Incorporate source material documented APA style
        viii)   Create coherence within and between paragraphs
        ix)   Write well-structured concluding paragraphs
        x)   With peer and limited teacher feedback, re-draft and revise
        xi)   Follow format instructions
        xii)   Edit and proofread

4.   To write at least one case study analysis
       i)   Use the following steps:
           a)   state the problem
           b)   identify causes of the problem
           c)   identify possible solutions
           d)   evaluate possible solutions
           e)   recommend a course of action
       ii)   Revise with peer and limited teacher feedback
       iii)   Follow format instructions
       iv)   Edit and proofread

Accuracy

1. To self-monitor for accuracy
   i)   Use and follow editing symbols
   ii)   Use word processing editing aids (spelling, grammar check, thesaurus)
   iii)   Apply knowledge of parts of speech, sentence elements, specified sentence types, and mechanics
   iv)   Identify and correct errors for specified items

2. For explicit instruction and evaluation
   i)   Correctly form and use present perfect and past perfect tenses, present perfect continuous and past perfect continuous verb tenses
   ii)   Identify and correct sentence structure errors such as run-ons, fragments, and missing sentence elements (e.g. missing subjects)
   iii)   Identify and correct infinitive/gerund/base form errors
   iv)   Correctly use articles and other determiners

3. Items to work on as need arises
   i)   All accuracy items from 100 and 200 levels
   ii)   Passive adjective and verb forms
   ii)   Parts of speech errors (e.g. parallelism in thesis statements)
   iii)   Word choice and word form errors (nouns, adjectives, adverbs)
   iv)   Application of appropriate strategies to use computers in writing

Classroom Skills

1. 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 observe and evaluate students' development and participation in reading and writing activities.
Whole and small group instruction will be combined with individual assistance and student-directed learning.
Students will receive assistance with reading difficulties that arise from lack of familiarity with the structure, lexicon and cultural content of the reading passages; as well as participate in the setting of goals by identifying their communicative and language development needs, and selection of learning activities.

P: Textbooks and Materials to be Purchased by Students

Students may be required to purchase a textbook to be determined by the instructor.

Q: Means of Assessment

1.   Complete assigned skill-development tasks
2.   Prepare a file of assigned and self-selected readings; highlight and make margin notes on the readings
3.   Prepare reference lists in APA format
4.   Prepare a file of writing that meets instructor specified criteria for content, organization, language use and accuracy, and format.
      These assignments should include:
      i)   informal notes that summarize ideas and information used as source material in students' essays.
      ii)   at least one formal summary of an article used as source material in an essay.
      iii)   at least one word-processed multi-paragraph essay (cause/effect or comparison/contrast) incorporating source material documented APA style
      These assignments could include:
      i)   a word-processed multi-paragraph essay based on personal experience and/or responding to ideas and information in readings
      ii)   a case study analysis
      iii)   a piece of writing about literature documented MLA style. Some examples include:
              a)   plot summary
              b)   setting description
              c)   character analysis
              d)   theme and conflict identify
5.   In class, plan, organize and write at least one short essay that meets instructor specified criteria for content, organization, language use and accuracy, and format
6.   Complete quizzes, both skill based and content based
7.   Complete at least one self-assessment of learning strategies, progress, and classroom skills to be discussed with the instructor
8.   Complete tasks to a specified level of accuracy

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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