



EFFECTIVE: JANUARY 2012 CURRICULUM GUIDELINES

Division: Academic Effective Date: January 2012

B. Department / Program Area: Faculty of Developmental Education/
English as a Second Language

Revision: New Course

If Revision, Section(s) Revised: A, H

Date of Previous Revision: June 2009

Date of Current Revision: September 2011

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						
<p>F: Calendar Description:</p> <p>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.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Whole group instruction/small group/individual activities Classroom and Language lab</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>8</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p>H: Course Prerequisites:</p> <p>EASL 0260 or (EASL 0265 and EASL 0275) or EASL 0270 or EASL assessment</p>							
	<p>I: Course Corequisites:</p> <p>None</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p>EASL 0460 or EASL 0475 or EASL 0465</p>							
	<p>K: Maximum Class Size:</p> <p>18</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 50px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning OutcomesOverall 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 from a variety of sources
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 ContentReading 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 study 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 such as graphs and tables
 - iii) Prepare study notes and predict exam questions
 - iv) Prepare for objective tests and essay tests
 - v) Learn content from text/class materials concerning economic, political, cultural, and socially relevant topics
5. Recognize cultural differences and show awareness of the general features of own culture and associated world views

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 on economic, political, cultural, and socially relevant topics

- 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 and document all sources appropriately, showing understanding of plagiarism
 - 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

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

This is a Mastery Graded course.

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