



EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A.	Division: Educational Services	Effective Date:	September 2004	
B.	Department / Student Development	New Course	<input type="checkbox"/>	Revision <input checked="" type="checkbox"/>
	Program Area English as a Second Language			
		If Revision, Section(s) Revised:	C, F, H, I, J, M	
		Date Last Revised:	September 19, 2000	
		Date Current Revision	September 2004	
C:	EASL 0364	D:	Advanced Reading for Students of English as a Second Language (Combined Section)	E: 3

Subject & Course No.	Descriptive Title	Semester Credits						
F:	Calendar Description: This course with its corequisite EASL 0374 is the third in a series of combined reading and writing courses for students who wish to upgrade their reading in order to continue their education or improve their employment opportunities and to meet day-to-day reading needs. EASL 0364 is an extensive reading course for the advanced student who needs guided practice in developing skills and behaviours appropriate for academic reading. This course emphasizes reading longer passages at a reasonable rate, and taking notes that would be useful for study purposes. There are extensive reading and library assignments which are used to generate ideas and support ideas in short essays written in the corequisite EASL 0374.							
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Number of Contact Hours: (per week / semester for each descriptor) 4 Number of Weeks per Semester: 15							
	H:	Course Prerequisites: EASL 0264 or 0265 or instructor permission						
	I:	Course Corequisites: EASL 0374						
	J:	Course for which this Course is a Prerequisite: EASL 0465						
	K:	Maximum Class Size: 18						
L:	PLEASE INDICATE: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">X</td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		<input type="checkbox"/>	Non-Credit	X	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
X	College Credit Non-Transfer							
<input type="checkbox"/>	College Credit Transfer:							

<p>M: Course Objectives / Learning Outcomes</p> <p>Within relevant educational, employment and social contexts, students who master this course will be able to:</p> <ol style="list-style-type: none"> 1. maintain/improve skills taught in EASL 0164/0264. 2. read continuously, and readily understand the train of thought in longer articles and chapters. 3. use in their notetaking the organizational patterns of reading materials. 4. write effective summaries/book reports. 5. indicate in notes and summaries the relationships of component ideas in the reading material - e.g. can recognize and record the role of an analogy; can recognize and express the value of an example 6. paraphrase the original words from the reading material without distorting or obscuring the meaning. 7. read in "chunks" and make a note on each "chunk" without looking back at the 8. integrate the content, either in summary or note-form, of two or more articles/chapters containing similar or overlapping information and ideas. 9. compare/contrast the viewpoints/treatments of two or more articles/chapters on the same topic.
<p>N: Course Content:</p> <ul style="list-style-type: none"> - book reports - passages from college texts - coverage of same events in different news sources - notetaking and diagramming exercises - pleasure reading brought in by the students themselves - card catalogue - periodical indexes
<p>O: Methods of Instruction</p> <p>The instructor will facilitate, observe and evaluate students development of reading ability. 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.</p>
<p>P: 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>Q: Means of Assessment</p> <p>This course is a college preparatory course and students will be marked on a MASTERY basis. Mastery will be granted to students who achieve over 70% on a series of in-class and out-of-class assessments.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p>

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar