

A: Division: Education and Student Services  
 B: Department: Student Services and Developmental Education  
 Program:

Date: 24 January, 1994.

New Course:

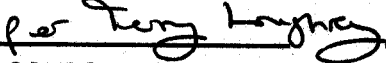
Revision of Course  
 Information Form: X Dec.21.88.

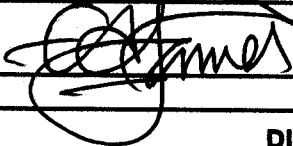
C: EASL 365 D: Advanced Reading Skills for Students of English as a Second Language E: 3

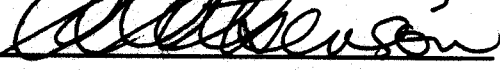
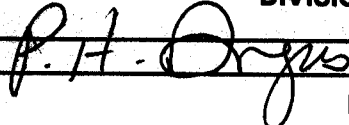
Subject & Course No.	Descriptive Title	Semester Credit																																	
<p>F: <b>Calendar Description:</b> This course is the third in a 4-level series. It is only suitable for <u>advanced</u> students. The series is designed to lead up to college reading standards, to improve work opportunities, and to meet day-to-day reading needs.            EASL 365 is an <u>extensive</u> reading course. It is designed for the student who has been taught good reading skills, but who needs guided practice in developing these skills and consolidating good reading habits. 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.</p>	<p><b>Summary of Revisions:</b>            (Enter date &amp; section)            Eg. Section C,E,F            1988-12-21 F,G,K,N,O,P,Q,R. 1994.01.24. H</p>																																		
<p>G: <b>Type of Instruction: Hours per Week/per Semester</b></p> <table border="0"> <tr><td>Lecture</td><td>Hrs.</td><td></td></tr> <tr><td>Laboratory</td><td>Hrs.</td><td></td></tr> <tr><td>Seminar</td><td>Hrs.</td><td></td></tr> <tr><td>Clinical Experience</td><td>Hrs.</td><td></td></tr> <tr><td>Field Experience</td><td>Hrs.</td><td></td></tr> <tr><td>Practicum</td><td>Hrs.</td><td></td></tr> <tr><td>Shop</td><td>Hrs.</td><td></td></tr> <tr><td>Studio</td><td>Hrs.</td><td></td></tr> <tr><td>Student Directed Learning</td><td>Hrs.</td><td></td></tr> <tr><td>Other</td><td>see Q 4</td><td>Hrs.</td></tr> <tr><td><b>TOTAL</b></td><td><b>4</b></td><td><b>HOURS</b></td></tr> </table>	Lecture	Hrs.		Laboratory	Hrs.		Seminar	Hrs.		Clinical Experience	Hrs.		Field Experience	Hrs.		Practicum	Hrs.		Shop	Hrs.		Studio	Hrs.		Student Directed Learning	Hrs.		Other	see Q 4	Hrs.	<b>TOTAL</b>	<b>4</b>	<b>HOURS</b>	<p>H: <b>Course Prerequisites:</b>            EASL 265 or 264</p> <p>I: <b>Course Corequisites:</b>            None</p> <p>J: <b>Course for which this Course is a Prerequisite:</b>            EASL 465</p> <p>K: <b>Maximum Class Size:</b>            18</p>	
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L: **College Credit Transfer**  
 College Credit Non-transfer X

M: **Transfer Credit:**  
 Requested:  
 Granted:  
 Specify Course Equivalents or Unassigned Credit as Appropriate:

T.P. *per Terry Longmire*  
  
 COURSE DESIGNER(S)

  
 DIRECTOR/CHAIRPERSON

U.B.C.   
 S.E.U.  
 U. Vic. DIVISIONAL DEAN  
 Other:   
 REGISTRAR

## **N: Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):**

Students must supply a three-ring binder, paper, pen, and pencil.

Students may be required to purchase a text.

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Complete Form with Entries Under the Following Headings:

O: Course Objectives; P: Course Content; Q: Method of Instruction;

R: Course Evaluation

### **O. COURSE OBJECTIVES**

Within relevant educational, employment and social contexts, students who master this course will be able to:

1. maintain/improve skills taught in EASL 165/265.
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 text.
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. COURSE CONTENT**

- book reports

- passages from college texts
- coverage of same events in different news sources
- notetaking and diagraming exercises
- pleasure reading brought in by the students themselves
- card catalogue
- periodical indexes

**Q. METHOD OF INSTRUCTION**

Practice sessions will consist of students completing both teacher-guided and student-directed learning activities in pairs, in small groups and as a class.

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.

**R. COURSE EVALUATION**

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.