



EFFECTIVE: SEPTEMBER 2005 CURRICULUM GUIDELINES

Division: Educational Services Effective Date: September 2005

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

If Revision, Section(s) Revised: F, H, I, J, M, N, O, P, Q

Date of Previous Revision: January 1994

Date of Current Revision: June 2004

C: EASL 0365 **D:** Advanced Reading Skills for Students of English as a Second Language **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>This course is for students who wish to upgrade their reading skills for academic and/or employment purposes. The course is designed for students who need guided practice in developing academic reading skills and consolidating good reading habits. This course emphasizes reading longer passages at a reasonable rate, and taking notes for study purposes.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings: Teacher-guided and student-directed:</p> <p>Whole group instruction/small group and individual activities Classroom</p> <p>Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites:</p> <p>EASL 0260 or EASL 0265 or EASL 0264 and a minimum of EASL 0160 or EASL 0174 or EASL 0175 or EASL assessment</p> <p>I: Course Corequisites:</p> <p>Recommended EASL 0375</p> <p>J: Course for which this Course is a Prerequisite</p> <p>EASL 0465 and EASL 0475 or EASL 0460</p> <p>K: Maximum Class Size:</p> <p>18</p>							
<p>L: PLEASE INDICATE:</p> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; 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.bccat.bc.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 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 formal compositions such as summaries
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 a 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. To 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
 - iv) Prepare for objective and essay tests
 - v) Learn content from text/class materials

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. To identify and work on as need arises
 - i) Correctly form and use present perfect and past perfect tenses, present perfect continuous and past perfect continuous tenses
 - ii) Correctly identify and correct sentence structure errors such as run-ons, fragments and missing sentence elements (e.g. missing subject)
 - iii) Correctly identify and correct infinitive/gerund/base form errors
 - iv) Correctly use articles and other determiners
 - v) All accuracy items from 100 and 200 levels

<p><u>Classroom Skills</u></p> <ol style="list-style-type: none"> 1. To take responsibility for the following: <ol style="list-style-type: none"> i) attendance and punctuality ii) class work and assignments iii) participation and teamwork
<p>O: Methods of Instruction</p> <p>The instructor will observe and evaluate students' development and participation in reading 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>
<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> <ol style="list-style-type: none"> 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 style 4. Prepare a file of writing that meets instructor specified criteria for content and organization, language use and accuracy, and format <p>These assignments should include:</p> <ol style="list-style-type: none"> i) informal notes that summarize ideas and information from reading materials ii) at least one formal summary of an article <p>These assignments could include:</p> <ol style="list-style-type: none"> i) an outline for a multi-paragraph essay based on readings ii) an outline of a case study analysis iii) a piece of writing which responds to a literary text 5. Complete quizzes, both skill based and content based 6. Complete at least one self-assessment of learning strategies, progress, and classroom skills to be discussed with the instructor 7. Complete tasks to a specified level of accuracy <p>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.</p> <p>Where formal tests of specific skills are used, mastery will be defined as a score of 70% or more.</p> <p>Progress will be monitored on a regular basis by the instructor in consultation with each student.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar