

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

Date: 4 October, 1993.

New Course: X

Revision of Course
 Information Form:

C: EASL 374

D: Paragraph and Essay Composition for
 Students of English as a Second Language
 (Combined Course)

E: 3

Subject & Course No.	Descriptive Title	Semester Credit
F: Calendar Description: The course with its corequisite EASL 364 is the third in a series of combined reading and writing courses for students who wish to upgrade their writing and reading in order to continue their education or improve employment opportunities. It is designed for students who have experience writing expository paragraphs, reasonable control of grammar and sentence structure, and good listening and speaking skills. This course emphasizes writing for a variety of academic purposes; in addition to improving composing, editing, revising and proofreading skills, students will develop short, five-paragraph essays. In this context, students will be introduced to simple research skills, such as finding, using, and footnoting source material in the corequisite EASL 364.	Summary of Revisions: (Enter date & section) Eg. Section C,E,F	
G: Type of Instruction: Hours per Week/per Semester	H: Course Prerequisites:	
Lecture Hrs.	EASL 274 or 275 or instructor permission	
Laboratory Hrs.	I: Course Corequisites:	
Seminar Hrs.	EASL 364	
Clinical Experience Hrs.	J: Course for which this Course is a Prerequisite:	
Field Experience Hrs.	EASL 376	
Practicum Hrs.	K: Maximum Class Size:	
Shop Hrs.	20	
Studio Hrs.		
Student Directed Learning Hrs.		
Other see Q 4 Hrs.		
TOTAL 4 HOURS		
L: College Credit Transfer	M: Transfer Credit:	
College Credit Non-transfer X	Requested:	
<i>C. Logan</i> <i>T.P.</i>	Granted:	
	Specify Course Equivalents or Unassigned Credit as Appropriate	
COURSE DESIGNER(S)	U.B.C.	DIVISIONAL DEAN
<i>[Signature]</i>	S.F.U.	<i>[Signature]</i>
DIRECTOR/CHAIRPERSON	U. Vic.	Other: <i>P.H. Ong</i> REGISTRAR
	Other:	

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

Materials will be supplied.

Students may be required to purchase a text.

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, personal and social contexts, students will:

1. generate content appropriate for a range of academic writing tasks from the EASL 364 corequisite.
2. focus and organize ideas into outlines for various types of compositions, including five-paragraph essays.
3. compose essays that follow accepted conventions for various academic purposes.
4. write comprehensibly, using increasingly correct and varied sentence structure, appropriate style and precise language.

P. COURSE CONTENT

1. Generating and developing content from readings in EASL 364.
 - a. selecting topics.
 - b. finding sources.
 - c. identifying relevant support material.
 - d. incorporating support material (summarizing, paraphrasing, integrating, footnoting source material).
2. Essay outlining techniques.

3. a. Essay format: introduction, thesis/blueprint, body paragraphs with interlocking topic sentences, conclusion with blueprint/thesis restatement, "clincher".
b. Essay development: organizing, editing and revising.
4. a. Language skills: grammar, sentence structure, punctuation, diction, tone.
b. proofreading techniques.

Q. METHOD OF INSTRUCTION

The instructor will facilitate, observe and evaluate students' participation in writing 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.

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.