

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

Date: 24 January, 1994.

New Course:

Revision of Course
 Information Form: X 6 Oct.93.

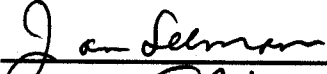
C: EASL 375

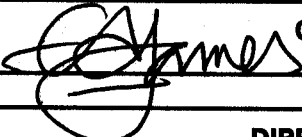
D: Paragraph and Essay Composition for E: 3
Students of English as a Second Language

Subject & Course No.	Descriptive Title	Semester Credit																																	
F: Calendar Description: This course is the third level in a four-level series for students who wish to upgrade their writing 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.	Summary of Revisions: (Enter date & section) Eg. Section C,E,F	1993-10-06 J. 1994.01.24. H																																	
G: Type of Instruction: Hours per Week/per Semester	H: Course Prerequisites:	EASL 275 or 274 or Instructor Permission																																	
<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>TOTAL</td><td>4</td><td>HOURS</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.	TOTAL	4	HOURS	I: Course Corequisites:	None
Lecture	Hrs.																																		
Laboratory	Hrs.																																		
Seminar	Hrs.																																		
Clinical Experience	Hrs.																																		
Field Experience	Hrs.																																		
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Studio	Hrs.																																		
Student Directed Learning	Hrs.																																		
Other	see Q 4	Hrs.																																	
TOTAL	4	HOURS																																	
	J: Course for which this Course is a Prerequisite:	EASL 376,475																																	
	K: Maximum Class Size:	18																																	

L: College Credit Transfer
 College Credit Non-transfer X

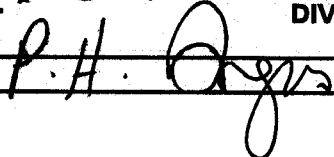
M: Transfer Credit:
 Requested:
 Granted:
 Specify Course Equivalents or Unassigned Credit as Appropriate:





 COURSE DESIGNER(S)

 DIRECTOR/CHAIRPERSON

U.B.C. _____
 S.F.U. _____
 U. Vic. _____
 Other: 

 DIVISIONAL DEAN

 REGISTRAR

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.
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.
 - 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

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.

Where formal tests of specific skills are used, mastery will be defined as a score of 70% or more.

Progress will be monitored on a regular basis by the instructor in consultation with each student.