Douglas College

Division:	Educational Services		Effective Date:	September 2005

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

Revision [X] New Course [ ]

If Revision, Section(s) Revised: F,G,H,I,J,M,N,O,P,Q
Date of Previous Revision: June 2004
Date of Current Revision: September 2004

C: EASL 0375

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

E: 3

Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar Description:

This course is for students who wish to upgrade their writing for educational or employment purposes. It is designed for students who have experience writing expository paragraphs, and have reasonable control of grammar and sentence structure. This course emphasizes writing for a variety of academic purposes. In addition to improving organizing, composing, editing, revising and proofreading skills, students will develop multi-paragraph academic essays. Students will be introduced to research skills, such as finding, using, and documenting source material.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings: Teacher-guided and student-directed

Whole group instruction/small group and individual activities
Classroom/Computer lab

Number of Contact Hours: (per week / semester for each descriptor) 4

Number of Weeks per Semester: 15

H: Course Prerequisites:
EASL 0260 or (EASL 0275 or EASL 0274) and (EASL 0265 or EASL 0264) or EASL assessment

I: Course Corequisites:

Recommended: EASL 0365

J: Course for which this Course is a Prerequisite

EASL 0475 or EASL 0460

K: Maximum Class Size:

18

L: PLEASE INDICATE**:**

[ ] Non-Credit

[X] College Credit Non-Transfer

[ ] College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M: Course Objectives / Learning Outcomes

Overall Objectives

Extend reading and writing competence and language accuracy for a range of educational and/or employment purposes

Specific Objectives

1. Read and understand academic material to support writing
2. Take notes for a range of academic purposes
3. Use strategies to learn academic material
4. Collect, analyze, and organize relevant information from a variety of sources
5. Plan, write, revise and edit summaries and multi-paragraph essays, at least one incorporating source material documented APA style
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:

Writing Skills

1. To write informally
   i) Write reflectively about course readings.
   ii) Summarize ideas and information from readings
   iii) Respond on a personal level to literature

2. To write formal summaries and paragraphs
   i) Take accurate notes from an assigned article related to essay topics.
   ii) Create paragraph frames for summaries and paragraphs
   iii) Use notes and framework, compose well-structured, paraphrased, accurate summaries and paragraphs
   iv) Respond to literature (e.g. summarize plot, describe setting etc.)

3. To write essays
   i) Generate ideas from readings
   ii) Select and narrow topics
   iii) Write focused thesis statements
   iv) Create essay outlines with interrelated body paragraph topic sentences
   v) Write well-structured introductions
   vi) Develop unified, specific support in body paragraphs
   vii) Incorporate source material documented APA style
   viii) Create coherence within and between paragraphs
   ix) Write well-structured concluding paragraphs
   x) With peer and limited teacher feedback, re-draft and revise
   xi) Follow format instructions
   xii) Edit and proofread

4. To write a case study analysis
   i) Use the following steps:
      a) state the problem
      b) identify causes of the problem
      c) identify possible solutions
      d) evaluate possible solutions
      e) recommend a course of action
   ii) Revise with peer and limited teacher feedback
   iii) Follow format instructions
   iv) Edit and proofread

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. For explicit instruction and evaluation
      i)   Correctly form and use present perfect and past perfect, present perfect continuous and past perfect continuous verb tenses
      ii)   Correctly identify and correct sentence structure errors such as run-ons, fragments and missing sentence elements
      iii)   Correctly identify and correct infinitive/gerund/base form errors
      iv)   Correctly use articles and other determiners
      v)   Correctly use format and punctuation for documenting and inserting evidence from sources

3. Items to work on as need arises
      i)   All accuracy items from 100 and 200 levels
      ii)   Passive adjective and verb forms
      iii)   Parts of speech errors (e.g. parallelism in thesis statements)
      iv)   Word choice and word form errors (nouns, adjectives, adverbs)
      v)   Application of appropriate strategies to use computers in writing

Classroom Skills
1.   To take responsibility for the following:
      i)   attendance and punctuality
      ii)   class work and assignments
      iii)   participation and teamwork

O: Methods of Instruction

The instructor will observe and evaluate students' development and 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.

P: Textbooks and Materials to be Purchased by Students

Students may be required to purchase a textbook to be determined by the instructor

Q: Means of Assessment

1.   Complete assigned skill-development tasks
2.   Prepare a file of assigned and self-selected readings used as source material in essays
3.   Prepare reference lists in APA format
4.   Prepare a file of writing that meets instructor specified criteria for content, organization, language use and accuracy, and format.
     These assignments should include:
      i)   informal notes that summarize ideas and information used as source materials in students' essays
      ii)   at least one formal summary of an article used as source material in an essay
      iii)   at least one word-processed multi-paragraph essay (cause/effect or comparison/contrast) incorporating source material documented APA style
     These assignments could include:
      i)   a word-processed multi-paragraph essay based on personal experience and/or responding to ideas and information in readings
      ii)   a case study analysis

    iii) a piece of writing about literature documented MLA style. Some examples include:
      a) plot summary
      b) setting description
      c) theme and conflict identification

5. In class, plan, organize and write at least one short essay that meets instructor specified criteria for content, organization, language use and accuracy, and format

6. Complete quizzes, both skill based and content based

7. Complete at least one self-assessment of learning strategies, progress, and classroom skills to be discussed with the instructor

8. Complete tasks to a specified level of accuracy

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.

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.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

  No

Course Designer(s)   Education Council / Curriculum Committee Representative

Dean / Director   Registrar