



EFFECTIVE: SEPTEMBER 2004

CURRICULUM GUIDELINES

Division: Educational Services Effective Date: September 2004

B.	Department / Program Area:	Student Development English as a Second Language	Revision	<input checked="" type="checkbox"/>	New Course	<input type="checkbox"/>
			If Revision, Section(s) Revised:		C, H, I	
			Date of Previous Revision:		January 1994	
			Date of Current Revision:		June 2004	
C:	EASL 0445		D:	College Preparatory Listening and Notetaking for Students of English as a Second Language	E:	3

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: <p>This course, the final level of a series, is for EASL students who wish to refine their academic listening and notetaking skills. Students will improve their ability to understand longer lectures and other presentations, discussions and interviews, particularly those in which the participants are presenting or discussing views on unfamiliar subjects or controversial issues. Activities will focus on developing students' critical listening skills and on developing more efficient notetaking skills. Students will practice using notes to complete a variety of assignments typical of first-year university level coursework.</p>		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p>Number of Weeks per Semester: 15</p>	H: Course Prerequisites:	EASL 0345 or 0344 or Instructor Permission
	I: Course Corequisites:	Recommended EASL 0455
	J: Course for which this Course is a Prerequisite	None
	K: Maximum Class Size:	20
L: PLEASE INDICATE: <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> </div> <div> Non-Credit College Credit Non-Transfer College Credit Transfer: </div> </div> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives / Learning Outcomes

Students will practice strategies for:

- Following different modes of lecturing (spoken, audio, audio-visual);
- Following lectures despite differences in accent and speed;
- Following different styles and registers in lectures;
- Understanding other presentations, discussions, and interviews.

At mastery, successful students can:

Listening Skills

1. identify the skills and processes involved in listening;
2. adjust listening strategies to different kinds of listener purposes or goals;
3. make accurate predictions;
4. use communication signals to understand a lecture or discussion
 - linguistic (e.g. redundancy, syntactic patterns)
 - paralinguistic (e.g. gestures, voice quality)
 - contextual (e.g. visuals, handouts)
 - organizational (e.g. rhetorical patterns, lecture format)
 - interactional (e.g. setting, speaker/listener relationship)

Understanding Explicit Content

5. recognize key lexical items related to subject;
6. deduce meanings of words from the context;
7. identify topic of the lecture, topic development, and main ideas, key details and
 - identify relationships among them
 - infer relationships (e.g. cause and effect, conclusion)
 - identify the parts of a lecture or discussion;
 - identify the rhetorical purpose and scope of the lecture;
 - recognize instructional/learner tasks (e.g. suggestions, instructions)

Understanding Implicit Content

8. identify attitude, bias and underlying purpose;
9. follow an argument or discussion and evaluate its worth and validity;

Make Notes

10. identify the skills and processes involved in making notes;
11. listen, write and organize simultaneously:
 - write neither too much nor too little;
 - can decide what to write and what not to write while listening;
12. identify the parts of the lecture or discussion;
13. create headings for these parts;
14. add to notes;
15. clarify unclear points or terms;
16. create coherence in notes;
17. reconstruct notes for oral tasks such as discussions and presentations;
18. reconstruct and synthesize notes to complete a range of written tasks for college purposes.

N: Course Content:

1. Understanding the listening process.
2. Preparing for a listening task.
3. Understanding content:
 - a. recognizing explicit (informational) content;
 - b. recognizing implicit (inferential) content;
 - c. evaluating explicit and implicit content.

	<p>4. Using communication signals to understand content:</p> <ul style="list-style-type: none"> a. using linguistic signals (e.g. redundancy, vocabulary, syntactic patterns, stress and intonation); b. using paralinguistic signals (e.g. gestures, facial expressions, voice quality, loudness, pauses); c. using contextual signals (e.g. visuals – drawings, diagrams, photos; and accompanying materials – handouts, textbooks); d. using organizational signals (e.g. rhetorical patterns, transitions, lecture format, discussion or interview format); e. using situational signals (e.g. setting, speaker/listener relationship, topic, speaker intent); f. using interactional signals (e.g. turn taking, conversational gambits, fillers). <p>5. a. taking rough notes while listening; b. revising notes after listening; c. outlining.</p> <p>6. Clarifying a spoken text (e.g. a poorly organized or expressed presentation, a confusing discussion, an unsatisfactory interview).</p>
O:	<p>Methods of Instruction</p> <p>The instructor will facilitate, observe and evaluate students' participation in communicative 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>Materials will be supplied. Students may be required to purchase a textbook.</p>
Q:	<p>Means of Assessment</p> <p>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>
R:	<p>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