



# EFFECTIVE: SEPTEMBER 2005

## CURRICULUM GUIDELINES

Division: Educational Services      Effective Date: September 2005

<b>B.</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)	F,G,H,M,N,P,Q		
		Revised:			
		Date of Previous Revision:	January 1994		
		Date of Current Revision:	June 2004		
<b>C:</b>	EASL 0445	<b>D:</b>	College Preparatory Listening and Notetaking for Students of English as a Second Language		<b>E:</b> 3

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description:</b>  This course 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. Students will continue to develop language skills including grammar, sentence structure, and vocabulary.	
<b>G:</b>	<b>Allocation of Contact Hours to Type of Instruction / Learning Settings</b>	<b>H:</b> Course Prerequisites: EASL 0350, or EASL 0345 or EASL 0344 and a minimum of EASL 0260, or EASL 0275 or EASL 0274 or EASL assessment.
	<b>Primary Methods of Instructional Delivery and/or Learning Settings:</b> <ul style="list-style-type: none"> <li>Teacher-guided and student-directed</li> <li>Whole group instruction/small group and individual activities</li> </ul>	<b>I:</b> Course Corequisites:  Recommended EASL 0455
	<b>Number of Contact Hours: (per week / semester for each descriptor) 4</b>	<b>J:</b> Course for which this Course is a Prerequisite  None
	<b>Number of Weeks per Semester: 15</b>	<b>K:</b> Maximum Class Size:  20
<b>L:</b>	<b>PLEASE INDICATE:</b>  <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 30px; margin-right: 10px;"></div> <div>Non-Credit</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 30px; margin-right: 10px; text-align: center; line-height: 30px;">X</div> <div>College Credit Non-Transfer</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 30px; margin-right: 10px;"></div> <div>College Credit Transfer:</div> </div> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a>)</p>	

**M: Course Objectives / Learning Outcomes**Overall Objectives

Extend communicative proficiency and language accuracy for a broad range of academic purposes.

Specific Objectives

1. Understand complex academic oral communication on sometimes unfamiliar topics to obtain detailed information, to explore academic content, and to develop critical thinking.
2. Take notes for academic purposes.
3. Use strategies to explore academic material.
4. Read to prepare for, support, and extend listening skills and to expand vocabulary.
5. Write with a specified level of accuracy to extend listening skills.
6. Monitor language use and apply strategies to a specified level of accuracy in grammar, sentence structure, word choice, and pronunciation elements.
7. Assess progress.
8. Participate effectively in a college classroom.

**N: Course Content:**Listening

1. To follow discussions and presentations
  - i) Use pre-listening techniques to prepare for a listening task
  - ii) Identify purpose and/or issue, overall key ideas, main ideas, and key details
  - iii) Identify and use discourse and conversational markers to follow the organization of a discussion or talk
  - iv) Follow ideas and information in both informal and well-structured presentations and discussions
  - v) Identify relationships among ideas
  - vi) Refer to pre-listening and reference materials, and use context clues to determine meanings of unfamiliar words and phrases
  - vii) Use a variety of note-taking techniques
  - viii) Use notes to complete assignments
  - ix) Use notes to prepare for quizzes
  - x) Use active listening strategies.
2. To listen for discrete listening items
  - i) Write from dictation
  - ii) Transcribe speech
  - iii) Listen for specific pronunciation elements (problematic sound, special intonation pattern)
  - iv) Listen for specific information and language features

Reading and Writing

1. To prepare for, support, and extend listening
  - i) Follow written instructions
  - ii) Recognize purpose/issue, overall key ideas, main ideas, and key details
  - iii) Use context to determine meanings of unfamiliar words and phrases
  - iv) Use readings in listening tasks
  - v) Write notes, outlines, interview questions and answers, reports, summaries, and paragraphs
  - vi) Use written materials in listening tasks (e.g., presentations)

Accuracy

1. To self monitor for accuracy
  - i) all accuracy items from 100, 200 and 300 levels
  - ii) identify and work on as need arises:
    - a) reported speech
    - b) word choice

Classroom Skills

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

<b>O:</b>	<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>
<b>P:</b>	<p>Textbooks and Materials to be Purchased by Students</p> <p>Students may be required to purchase a textbook and audio materials.</p>
<b>Q:</b>	<p>Means of Assessment</p> <ol style="list-style-type: none"> <li>Complete assigned skill development tasks. These should include: <ol style="list-style-type: none"> <li>dictations, and dictocomps</li> <li>reports on outside listening and speaking tasks and projects</li> <li>pronunciation activities</li> <li>notes on discussions, interviews, reports, presentations and lectures.</li> </ol> </li> <li>Complete at least two listening and notetaking tasks/projects. These could include: <ol style="list-style-type: none"> <li>listening to/taking notes on a 20-40 minute video lecture on documentary or an academic or professional topic</li> <li>attending/taking notes on a discussion, seminar or debate</li> <li>attending/taking notes on a College committee or student meeting</li> <li>attending/taking notes on a community meeting or local issue</li> <li>conducting a survey</li> <li>interviewing a College Administrator, business owner, or professional</li> <li>summarizing an educational video</li> </ol> </li> <li>Complete oral and written tasks to a specified level of accuracy</li> <li>Complete quizzes, both skill based and content based</li> <li>Complete at least 2 self-assessments of learning strategies, progress and classroom skills to be discussed with the instructor.</li> </ol> <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. Progress will be monitored on a regular basis by the instructor in consultation with each student.</p>
<b>R:</b>	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

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 Course Designer(s)

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 Education Council / Curriculum Committee Representative

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 Dean / Director

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 Registrar