![Douglas College logo]

|  | Division: | Educational Services | Effective Date: | September 2005 |
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**B.** Department / Program Area: Student Development — English as a Second Language

Revision [X] New Course [ ]

If Revision, Section(s) Revised: F,G,H,M,N,P,Q
Date of Previous Revision: January, 1994
Date of Current Revision: June 2004

**C:** EASL 0455   **D**: College Preparatory Discussion and Participation Skills 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 refine their skills at leading as well as participating in formal and informal discussions in a variety of settings. Students will practice using interactive strategies appropriate in native-English speaking discussion situations. Students will also improve their ability to research, organize and make presentations, lead follow-up discussions and evaluate their own, as well as others' performance. Finally, they will participate in debates, learning how to state and defend their positions on controversial issues. Students will practice and complete a variety of assignments typical of first-year university level coursework. Students will continue to develop language skills including grammar, sentence structure, vocabulary and pronunciation elements.

**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

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

Number of Weeks per Semester:  15

**H:** Course Prerequisites:
EASL 0350 or EASL 0355 or EASL 0354 and a minimum of EASL 0260 or EASL 0275 or EASL 0274 or EASL assessment

**I:** Course Corequisites:

Recommended EASL 0445

**J:** Course for which this Course is a Prerequisite

None

**K:** Maximum Class Size:

20

**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 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.  Takes notes for academic purposes.
3.  Use strategies to explore academic material.
4.  Communicate proficiently in culturally-appropriate ways, on abstract, conceptual, or technical topics to obtain and give detailed information, explore academic content, solve problems, and analyze issues
5.  Speak comprehensibly in most contexts with communication rarely impeded by global errors in grammar, and sentence structure.
6.  Read and write to prepare for, support, and extend speaking skills and to expand vocabulary.
7.  Write with a specified level of accuracy to extend speaking skills.
8.  Monitor language use and apply strategies to a specified level of accuracy in grammar, sentence structure, word choice, and pronunciation elements.
9.  Assess progress.
10. Participate effectively in a college classroom.

**N:**    Course Content

Speaking
1.  To participate in discussions

    As participant:
    i)   listen and contribute actively
    ii)  stay on task
    iii) use appropriate language style
    iv)  use conversational signals


    As leader/chair:
    i)    develop plan or agenda
    ii)   give instructions for group tasks
    iii)  assign responsibilities
    iv)   ask questions
    v)    encourage participants
    vi)   manage turn-taking
    vii)  paraphrase to confirm meaning
    viii) keep group on task
    ix)   mediate conflict
    x)    facilitate consensus
    xi)   summarize discussion outcomes

    As interviewer:
    i)   prepare questions
    ii)  explain purpose
    iii) take notes
    iv)  synthesize/summarize notes

2.  To analyze case studies
    i)   Define/analyze problems
    ii)  Brainstorm solutions
    iii) Evaluate proposed solutions
    iv)  Recommend solutions

3. To participate in panels
   i) Present information
   ii) Ask/respond to questions
   iii) Lead/participate in discussion

4. To participate in debates
   i) Ask/respond to questions
   ii) Make timed presentations
   iii) Analyze issues
   iv) Collaborate
   v) Challenge/defend a position

5. To prepare and deliver talks and formal reports
   Impromptu Talks
   Prepare and give talks on spontaneous topics under timed conditions

   Formal Presentations
   i) Select topic
   ii) Assess audience, speaking situation
   iii) Develop purpose and focus
   iv) Research topic and develop material
   v) Prepare outline
   vi) Develop introduction, body, conclusion
   vii) Integrate source material
   viii) Prepare visuals and integrate visuals
   ix) Prepare handouts
   x) Prepare note cards
   xi) Rehearse/obtain feedback
   xii) Use effective presentation style: eye contact, body language, vocal delivery, language use
   xiii) Manage time effectively.
   xiv) Prepare follow-up discussion questions.
   xv) Use pronunciation elements appropriately (problematic sounds, special intonation patterns).

## Reading and Writing

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

## Accuracy

1. To self-monitor for accuracy:
   i) All accuracy items from 100, 200, and 300 levels
   ii) Identify and correct errors as specified for this and previous levels in
       a) reported speech
       b) word choice
       c) pronunciation elements (problematic sounds, special intonation patterns)

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

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| **O:** | Methods of Instruction<br>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:** | Textbooks and Materials to be Purchased by Students<br>Students may be required to purchase a textbook and audio materials. |
| **Q:** | Means of Assessment<br>1. Complete assigned skill development tasks.  These should include:<br>    i) transcriptions of prepared and impromptu taped materials<br>    ii) activities for pronunciation elements<br>    iii) reports on outside speaking tasks and projects<br>    iv) presentation materials (outlines, notecards, research notes, discussion questions)<br>2. Identify topic, main ideas and details in conversations and presentations<br>3. Complete at least two speaking tasks.  These could include:<br>    i) giving an informative or persuasive impromptu speech<br>    ii) summarizing a short chapter or excerpt from an academic course text, periodical or professional journal<br>    iii) explaining a concept or process from an academic course text using visuals<br>    iv) describing the training and experience required for a specific profession<br>    v) reporting on a research project<br>    vi) arguing against a proposed policy, regulation or law<br>    vii) analyzing a case study<br>4. Participate in and lead small group and class discussions; carry out assigned role (e.g., leader/chair, note-taker, reporter, observer, monitor) and complete assigned tasks.<br>5. Participate in a panel presentation (3-5 members; 15-30 minute) using multiple sources.  One topic could be an evaluation of a recent technological change (e.g. effects of email on workplace communication).  The presentation should be organized as follows:<br>    i) identify the problem<br>    ii) propose a range of potential solutions with the advantages and disadvantages of each<br>    iii) discuss the best solution with a rationale<br>6. Complete oral tasks with a specified level of delivery competence which must include appropriate eye contact, body language and vocal delivery features such as voice quality and appropriate pausing<br>7. Complete oral and written tasks to be a specified level of accuracy<br>8. Complete quizzes, both skill based and content based<br>9. Complete at least 2 self-assessments of learning strategies, progress and classroom skills to be discussed with the instructor.<br>This is a college preparatory course.  A master 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.<br><br>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<br>No |

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Course Designer(s)                                          Education Council / Curriculum Committee Representative

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Dean / Director                                               Registrar