



A. Division: Educational Services Date: September 19, 2000.  
 B. Department / Student Development New Course  Revision   
 Program Area English as a Second Language  
 If Revision, Section(s)  
 Revised K,M,N,P,Q  
 Date Last Revised:  
 October, 1993.  
 C: EASL 465 D: College Preparatory Reading Skills for E: 3  
 Students of English as a Second Language

Subject & Course No.	Descriptive Title	Semester Credits
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<b>F:</b> Calendar Description: This course is the final level in a series. It is intended for advanced EASL students who wish to improve their reading skills to the level necessary for success and ease in post-secondary education or demanding occupational reading. This course is suitable for students who can already tackle newspapers, magazines, and some texts but do not read quickly or efficiently. Using academic and occupational material, students will practice the following reading skills: passage development prediction; surveying, skimming and scanning; vocabulary development; finding main ideas and supporting ideas. Critical reading and rapid reading skills will be maximized.		
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<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  Number of Contact Hours: (per week / semester for each descriptor)  <div style="text-align: center;">4 hours</div>  Number of Weeks per Semester:  14 weeks by 4 hours per week = 56 hours	<b>H:</b> Course Prerequisites:  EASL 365 or 364 or Instructor Permission  <b>I:</b> Course Corequisites:  None  <b>J:</b> Course for which this Course is a Prerequisite  EASL 496  <b>K:</b> Maximum Class Size:  18	
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**L:** PLEASE INDICATE:

<input type="checkbox"/>	Non-Credit		
<input type="checkbox"/>	College Credit Non-Transfer	X	
<input type="checkbox"/>	College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input type="checkbox"/>

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

<p><b>M:</b> Course Objectives / Learning Outcomes</p> <p>Within relevant educational, employment and social contexts, students who master this course will be able to:</p> <ol style="list-style-type: none"> <li>1. Maintain/improve the skills taught in ESL 165, 265, and 365</li> <li>2. Survey longer articles, chapters and books, in order to determine whether they are relevant to a given task, and to identify the intended audience</li> <li>3. Skim longer articles and chapters for main ideas and outstanding details</li> <li>4. Scan longer articles and chapters for specific information to answer a given question</li> <li>5. Distinguish between logical and illogical inferences from material read</li> <li>6. Recognize logical fallacies in particular contents</li> <li>7. Identify, with reference to particular reading material, likely effects of the social and political stance of the writer and intended audience</li> <li>8. Decide whether a troublesome word or phrase is troublesome because it is unfamiliar lexically or unfamiliar culturally</li> <li>9. Ascertain the credibility of longer articles, chapters and books in terms of citing of sources, use of statistics, manipulative diction, access to facts used, opinions stated as facts, etc.</li> </ol>
<p><b>N:</b> Course Content:</p> <ul style="list-style-type: none"> <li>- college texts brought in by the students themselves</li> <li>- readings in journals, magazines and newspapers, related to college courses, e.g. stories on politics, computers, medicine, economics, business, articles from <u>Psychology Today, Discover, Scientific American</u></li> <li>- academic articles selected (from periodical indexes) by the students themselves on set topics</li> <li>- a brief selection of literature, including short stories and poetry</li> </ul>
<p><b>O:</b> Methods of Instruction</p> <p>Lectures will introduce and demonstrate principles and procedures related to the above.</p> <p>Practice sessions will consist of students completing both teacher-guided and student directed learning activities in pairs, small groups and as a class.</p>
<p><b>P:</b> Textbook and Materials</p> <p>Students may be required to purchase a textbook to be determined by the Instructor.</p>
<p><b>Q:</b> Means of Assessment</p> <p>This course is a college preparatory course and students will be marked on a MASTERY basis. Mastery will be granted to students who achieve 70% on a series of in-class and out-of-class assessments.</p>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</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