



EFFECTIVE: SEPTEMBER 2005 CURRICULUM GUIDELINES

Division: Educational Services Effective Date: September, 2005

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

If Revision, Section(s) Revised: F,G,H,I,J,M,N,P,Q

Date of Previous Revision: September 2000

Date of Current Revision: June 2004

C: EASL 0465 **D:** College Preparatory Reading Skills for Students of English as a Second Language **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>This reading course is for EASL students who wish to upgrade their reading skills in order to continue their education. The course is designed for advanced level students who need to read academic materials efficiently and critically. This course emphasizes reading for study purposes. Students will read material from texts, academic/professional books and journals and other sources. Reading exercises will emphasize understanding how information and ideas are developed and organized, summarizing important ideas and details, and identifying and evaluating arguments.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Whole class instruction/small group and individual activities Classroom</p> <p>Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites:</p> <p>EASL 0360 or EASL 0365 or EASL 0364 and a minimum of EASL 0260 or EASL 0274 or EASL 0275 or EASL assessment</p> <p>I: Course Corequisites:</p> <p>Recommended EASL 0475</p> <p>J: Course for which this Course is a Prerequisite</p> <p>K: Maximum Class Size:</p> <p>18</p>							
<p>L: PLEASE INDICATE:</p> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; text-align: center;">X</td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>				Non-Credit	X	College Credit Non-Transfer		College Credit Transfer:
	Non-Credit							
X	College Credit Non-Transfer							
	College Credit Transfer:							

M: Course Objectives / Learning OutcomesOverall Objectives

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

Specific Objectives

1. Read and understand academic material from a variety of sources
2. Take notes for a range of academic purposes
3. Use strategies to explore academic materials
4. Collect, analyze, and organize relevant information from a variety of sources
5. Plan, write, revise, and edit formal compositions such as summaries, summary/analyses and literary response
6. Plan and outline a research essay based on academic research, and documented APA style
7. Monitor and apply strategies to improve accuracy in grammar, sentence structure, and word choice to a specified level of accuracy
8. Participate effectively in a college classroom
9. Assess progress

N: Course ContentReading Skills

1. To follow the ideas and information in readings
 - i) Follow written instructions
 - ii) Use pre-reading skills to prepare for a reading task
 - iii) Identify overall purpose and/or issue, key idea, main ideas, and key details
 - iv) Follow the organization of a reading
 - v) Identify, summarize and evaluate an author's position, supporting argument, and evidence in opinion readings
 - vi) Identify components (background, method, results, discussion, conclusions) and evaluate how well reports/studies meet specified criteria in experiment/research reports/studies
 - vii) Identify characters, setting and theme and use of literary devices in literature
2. To determine meanings of unfamiliar words, especially academic and/or professional topic-related language and/or jargon, use English-English dictionaries, indexes, glossaries, and context clues
3. To find materials in the library
 - i) Use a variety of library resource materials to research a topic
 - ii) Use the Internet to create search strategies, use subject directories & search engines, evaluate web sites
4. To use study skills
 - i) Use data from tables, charts, and graphs as research materials
 - ii) Prepare for objective tests and essay tests
 - iii) Prepare study notes and predict essay questions
 - iv) Learn content from text/materials

Accuracy

1. To self-monitor for accuracy:
 - i) continue to edit for all accuracy items in 100, 200, and 300 levels
 - ii) use word processing editing aids (spelling and grammar check and thesaurus)
 - iii) apply knowledge of parts of speech, sentence elements, specified sentence types, and mechanics
 - iv) identify and work on as need arises:
 - a) accuracy in sequence of tense rules in reported speech
 - b) accuracy in format and punctuation for documenting and inserting evidence from sources
 - c) accuracy in complex sentence structure:
 - correctly embeds appositives and introductory phrases including reduction of adverb and adjective clauses to participial phrases
 - correctly inserts evidence (direct/indirect quotes and author introductory phrases)
 - edits for clause and sentence completeness

<p><u>Classroom Skills</u></p> <ol style="list-style-type: none"> 1. To take responsibility for the following: <ol style="list-style-type: none"> i) attendance and punctuality ii) class work and assignments iii) participation and teamwork
<p>O: Methods of Instruction The instructor will observe and evaluate students' development and participation in reading and writing activities. Whole and small group instruction will be combined with individual assistance and student-directed learning. Students will receive assistance with reading difficulties that arise from lack of familiarity with the structure, lexicon and cultural content of the reading passages. Students will participate in the setting of goals by identifying their communicative and language development needs, and will participate in the selection of learning acuties.</p>
<p>P: Textbooks and Materials to be Purchased by Students Students will be required to purchase a textbook to be determined by the instructor.</p>
<p>Q: Means of Assessment</p> <ol style="list-style-type: none"> 1. Complete assigned skill-development tasks 2. Prepare a file of self-selected and teacher selected materials (expository, opinion, research, literature) for oral and written activities This file should include: <ol style="list-style-type: none"> i) notes on materials ii) vocabulary lists iii) written assignments which demonstrate development of critical reading skills iv) reference lists (APA style) 3. Develop a file of writing, all word processed, that meets specified criteria for content and organization, language use and accuracy, and format. This file should include: <ol style="list-style-type: none"> i) at least one summary ii) at least one summary/analysis iii) at least one outline of a research essay iv) at least one comparative analysis of arguments on a common issue This file could include: <ol style="list-style-type: none"> i) a summary of an experiment/research report ii) a response to literature documented MLA style 4. In class, read and complete tasks based on readings 5. Complete quizzes , both skill based and content based 6. Complete at least one self-assessment of learning strategies, progress, and classroom skills to be discussed with the instructor 7. Complete tasks to a specified level of accuracy <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. 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>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR No</p>

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar