

A: Division: Educational and Student Services

Date: June 1, 1994

B: Department: Student Services and Developmental Education

New Course: X

Program:

Revision of Course Information Form:

C: EASL 474

D: Essay Composition and Research Papers for students of English as a Second Language (combined course) E: 3

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description: This course with its corequisite EASL 464 is the final in a series of combined reading and writing courses for students who wish to upgrade their reading and writing in order to continue their education. EASL 474 is for students who have extensive experience writing paragraphs and short essays, and good control of grammar and sentence structure. This course emphasizes writing from sources at a first-year university level. In addition to improving overall expository writing and editing skills, students will develop persuasive essays, research papers and critical analyses of short stories. Exercises will include finding and using sources to generate topics, develop thesis statements and provide evidence as well as help students improve their skill at integrating material from several sources, documenting, summarizing, paraphrasing and quoting sources. Writing assignments will be based primarily on readings in the corequisite EASL 464.

Summary of Revisions: (Enter date & section) Eg. Section C,E,F

G: Type of Instruction: Hours per Week/per Semester

Lecture	Hrs.
Laboratory	Hrs.
Seminar	Hrs.
Clinical Experience	Hrs.
Field Experience	Hrs.
Practicum	Hrs.
Shop	Hrs.
Studio	Hrs.
Student Directed Learning	Hrs.
Other	4 Hrs.
<b>TOTAL</b>	<b>4 HOURS</b>

H: Course Prerequisites:

EASL 374 or 375 or instructor's permission

I: Course Corequisite:

EASL 464

J: Course for which this Course is a Prerequisite:

EASL 496

K: Maximum Class Size:

20

L: College Credit Transfer

College Credit Non-transfer X

COURSE DESIGNER(S)

M: Transfer Credit:

Requested:

Granted:

Specify Course Equivalents or Unassigned Credit as Appropriate:

U.B.C.

S.F.U.

U. Vic.

Other:

PROVINCIAL DEAN

REGISTRAR

**N: Textbooks and Materials to be Purchased by Students  
(Use Bibliographic Form):**

Students may be required to purchase a textbook

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Complete Form with Entries Under the Following Headings:

O: Course Objectives;      P: Course Content;      Q: Method of Instruction;  
R: Course Evaluation

O. COURSE OBJECTIVES

Students will:

1. generate content appropriate for a range of academic persuasive writing from the EASL 464 corequisite.
2. find and use material from a variety of academic sources:
  - a. use library resources efficiently
  - b. determine the appropriateness and reliability of source materials.
  - c. identify support relevant to a particular topic or thesis
3. develop essay and research paper frameworks.
4. compose essays and research papers for various academic purposes following accepted conventions:
  - a. develop a significant, non-trivial thesis or hypothesis
  - b. provide relevant, specific and sufficient evidence
  - c. incorporate source material by paraphrasing, summarizing, integrating and documenting it properly
  - d. use appropriate format, diction and tone
  - e. write footnotes and bibliographies correctly.
5. Write comprehensibly and concisely, using increasingly sophisticated and native-like language expected of first-year level university students.

**P. COURSE CONTENT**

1. features of academic writing assignments, including expository and persuasive essays, research papers and short story analyses.
2. techniques for finding and using source material (e.g. using library systems, analyzing and evaluating readings, determining the reliability of sources, taking notes, using note cards).
3. techniques for developing essay and research paper frameworks.
4.
  - a. thesis development
  - b. support and evidence
  - c. incorporation of source material (paraphrasing, summarizing, integrating, documenting).
  - d. style: format, diction, tone
  - e. footnote and bibliography format.
5. language use
  - a. revising skills
  - b. editing skills: grammar, sentence structure, punctuation, diction, tone, conciseness, variety
  - c. proofreading techniques

**Q. METHOD OF INSTRUCTION**

The instructor will facilitate, observe and evaluate students' participation in writing 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 acuties.

**R. COURSE EVALUATION**

The course is a college preparatory course and students will be marked on a MASTERY basis. Mastery will be granted to students who achieve over 70% on a series of in-class and out-of-class assessments.