



EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A. Division: Educational Services Date: September 2004

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

If Revision, Section(s) C, F, H, I, J, M
 Revised:
 Date Last Revised: June 1, 1994
 Date of Current Revision: September 2004

C: EASL 0474 **D:** Essay Composition and Research Papers for Students of English as a Second Language (combined course) **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits									
<p>F: Calendar Description: This course with its corequisite EASL 0464 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 0474 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 0464.</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>Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites: EASL 0374 or 0375 or instructor's permission</p>										
	<p>I: Course Corequisites: EASL 0464</p>										
	<p>J: Course for which this Course is a Prerequisite EASL 0496</p>										
	<p>K: Maximum Class Size: 20</p>										
<p>L: PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td style="width: 45%;">Non-Credit</td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> <td style="text-align: center;">Requested Granted</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>			<input type="checkbox"/>	Non-Credit		<input checked="" type="checkbox"/>	College Credit Non-Transfer		<input type="checkbox"/>	College Credit Transfer:	Requested Granted
<input type="checkbox"/>	Non-Credit										
<input checked="" type="checkbox"/>	College Credit Non-Transfer										
<input type="checkbox"/>	College Credit Transfer:	Requested Granted									

M: Course Objectives / Learning Outcomes

Students will:

1. generate content appropriate for a range of academic persuasive writing from the EASL 0464 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 material
 - c) identify support relevant to a particular topic or thesis
3. develop essay and research paper framework.
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.

N: 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.

O: Methods 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 activities.

P: Textbooks and Materials to be Purchased by Students

Students may be required to purchase a textbook.

Q: Means of Assessment

This 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.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar