

A: Division: Educational and Student Services

Date: 6 October, 1993.

B: Department: Student Services and Developmental Education

New Course:

Program:

Revision of Course Information Form: X 21 June, 1988.

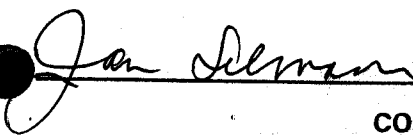
C: EASL 475

D: Essay Composition and Research Papers for Students of English as a Second Language E: 3

Subject & Course No.	Descriptive Title	Semester Credit
F:	Calendar Description: This course completes a four-level series for students who wish to upgrade their writing in order to continue their education or improve employment opportunities. It is designed for students who have extensive experience writing paragraphs and short essays for a variety of purposes, good control of grammar and sentence structure, and very good listening and speaking skills. This course emphasizes writing with a sophistication of content and style, and a level of conciseness and accuracy expected of first-year university students. In addition to improving overall expository writing and editing skills, students will plan and develop research papers. Exercises will help students acquire research skills by providing practice in choosing topics, finding relevant source material, integrating material from several sources and documenting source material.	Summary of Revisions: (Enter date & section) Eg. Section C,E,F 1993-10-06 H,J
G:	Type of Instruction: Hours per Week/per Semester	H: Course Prerequisites: (EASL 354 or 355) and (EASL 344 or 345) and (EASL 364 or 365) and (EASL 374 or 375) and (EASL 376) or Instructor Permission
	Lecture Hrs. Laboratory Hrs. Seminar Hrs. Clinical Experience Hrs. Field Experience Hrs. Practicum Hrs. Shop Hrs. Studio Hrs. Student Directed Learning Hrs. Other see Q 4 Hrs.	I: Course Corequisites: None
	TOTAL 4 HOURS	J: Course for which this Course is a Prerequisite: EASL 496
		K: Maximum Class Size: 18

L: College Credit Transfer
College Credit Non-transfer X

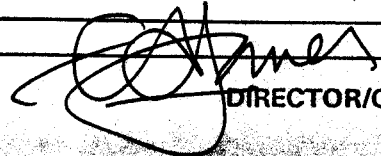
M: Transfer Credit:
Requested:
Granted:
Specify Course Equivalents or Unassigned Credit as Appropriate.



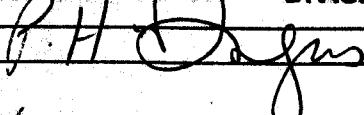
COURSE DESIGNER(S)

U.B.C.
S.F.U.
U. Vic.
Other: 

DIVISIONAL DEAN



DIRECTOR/CHAIRPERSON



REGISTRAR

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

Materials will be supplied.

Students may be required to purchase a textbook.

Complete Form with Entries Under the Following Headings:

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

R: Course Evaluation

O. COURSE OBJECTIVES

Within relevant educational, employment, personal and social contexts, students will:

1. follow instructions for research paper assignments.
2. find and use material from at least three acceptable 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 outlines, according to convention, including preliminary thesis/hypothesis
4. compose essays and research papers for various academic purposes that follow accepted conventions:
 - a. incorporate source material by paraphrasing, summarizing, integrating and documenting it properly.
 - b. write footnotes and bibliographies correctly.
4. write comprehensibly and concisely, using increasingly sophisticated and native-like language expected of first-year level university students.

P COURSE CONTENT

1. Features of typical research paper assignments.
2. Techniques for finding and using source material (e.g. using library systems, determining the reliability of sources, taking notes, using note cards).
3. Research paper outlining techniques, including preliminary thesis/hypothesis and argument.
4.
 - a. research paper format.
 - b. research paper development: organizing, editing, revising
 - c. incorporation of source material (paraphrasing, summarizing, integrating, documenting).
 - d. footnote and bibliography format.
5.
 - a. language skills: grammar, sentence structure, punctuation, diction, tone.
 - b. 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 activities.

R. COURSE EVALUATION

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 ~~75%~~⁷⁰ or more.

Progress will be monitored on a regular basis by the instructor in consultation with each student.