

A: Division: Educational and Student Services  
 B: Department: Student Services & Developmental Education  
 Program:

Date: September 24, 1993

New Course:

Revision of Course Information Form: X

C: EASL 496 D: EASL for English 130 Students E: 3

Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: This course is an adjunct course for EASL students enrolled in ENGL 130. Students will develop language and study skills to support their ENGL 130 coursework. Activities will help students develop the reading and writing skills for composing academic argument-based essays. Students' overall academic language proficiency should improve as well. Students must enrol in the English 130 sections which are designated for the adjunct.

Summary of Revisions:  
 (Enter date & section)  
 Eg. Section C,E,F  
 93-09-23 H

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 465) or (EASL 495) or  
 (EASL 490 and EASL 475) or  
 (Instructor permission)

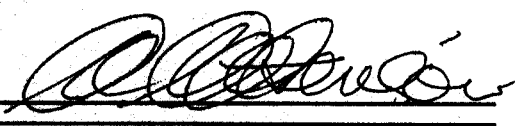
I: Course Corequisites:  
 ENGL 130

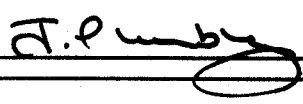
J: Course for which this Course is a Prerequisite:  
 None

K: Maximum Class Size:  
 18

L: College Credit Transfer  
 College Credit Non-transfer X

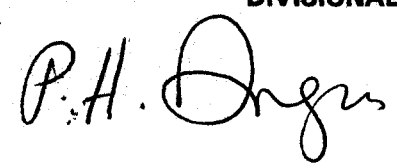
M: Transfer Credit:  
 Requested:  
 Granted:  
 Specify Course Equivalents or Unassigned Credit as Appropriate:

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

 per Cecil Klassen  
 COURSE DESIGNER(S)

DIVISIONAL DEAN





## NAME AND NUMBER OF COURSE

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

English 130 course texts and materials will be used.

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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**

Within the context of English 130, successful students can:

- understand and appropriately use academic reading materials for support in argument essays
- develop significant and supportable arguments
- develop coherent and appropriately organized, documented, and supported essays from the arguments
- participate effectively in peer edit groups
  - by providing constructive, critical feedback on drafts of essays written by peers
  - by benefiting from peers' critical feedback on the student's own drafts and making appropriate changes
- systematically edit their own paper for a range of language errors

**P. Course Content**

The content will be derived from the English 130 course content and requirements, and sequenced accordingly.

**Reading Skills**

- based on English 130 reading materials and assignment instruction packages
- reading comprehension skills and strategies
- analysis and synthesis of sources

**Writing Skills**

- summary writing skills
- pre-writing steps and strategies (e.g., exploring ideas, finding supportable, significant topics, narrowing to a thesis)
- argument development and support
- skills and conventions of integrating reading into writing (including quoting, paraphrasing, and documenting)
- revision strategies (editing for grammar, clarity, argument, support)

Interactive Skills

- skills and attitudes for effective edit group participation
- strategies for effective consultation with instructors

Study Skills

- library-use and research skills for finding sources

Q. Method of Instruction

The instructor will facilitate, observe and evaluate students' participation in learning activities which directly support their English 130 coursework. Whole and small group instruction will be combined with individual assistance and student-directed learning.

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 70% or more.

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

Evaluation in ESL 496 will not be tied to students' achievement in English 130.