



## EFFECTIVE: SEPTEMBER 2005 CURRICULUM GUIDELINES

	Division: Educational Services	Effective Date:	September 2005
<b>B.</b>	Department / Program Area: Student Development English as a Second Language	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/>
		If Revision, Section(s) Revised:	F,H,I,J,M,N,O,P,Q
		Date of Previous Revision:	January 1994
		Date of Current Revision:	June 2004
<b>C:</b>	EASL 0365	<b>D:</b>	Advanced Reading Skills for Students of English as a Second Language

consolidating good reading habits. This course emphasizes reading longer passages at a reasonable rate, and taking notes for study purposes.

<p><b>G:</b></p> <p style="text-align: center;">ngs</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings: Teacher-guided and student-directed:</p>	<p><b>H:</b> Course Prerequisites:</p> <p>EASL 0260 or EASL 0265 or EASL 0264 and a minimum of EASL 0160 or EASL 0174 or EASL 0175 or EASL assessment</p>
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<p>Whole group instruction/small group and individual activities</p>	<p><b>I:</b> Course Corequisites:</p>
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**M:**

<p><u>Classroom Skills</u></p> <ol style="list-style-type: none"> <li>1. To take responsibility for the following:             <ol style="list-style-type: none"> <li>i) attendance and punctuality</li> <li>ii) class work and assignments</li> <li>iii) participation and teamwork</li> </ol> </li> </ol>
<p><b>O:</b> Methods of Instruction</p> <p>The instructor will observe and evaluate students' development and participation in reading 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>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>Students may be required to purchase a textbook to be determined by the instructor.</p>
<p><b>Q:</b> Means of Assessment</p> <ol style="list-style-type: none"> <li>1. Complete assigned skill-development tasks</li> <li>2. Prepare a file of assigned and self-selected readings; highlight and make margin notes on the readings</li> <li>3. Prepare reference lists in APA style</li> <li>4. Prepare a file of writing that meets instructor specified criteria for content and organization, language use and accuracy, and format             <p>These assignments should include:</p> <ol style="list-style-type: none"> <li>i) informal notes that summarize ideas and information from reading materials</li> <li>ii) at least one formal summary of an article</li> </ol> <p>These assignments could include:</p> <ol style="list-style-type: none"> <li>i) an outline for a multi-paragraph essay based on readings</li> <li>ii) an outline of a case study analysis</li> <li>iii) a piece of writing which responds to a literary text</li> </ol> </li> <li>5. Complete quizzes, both skill based and content based</li> <li>6. Complete at least one self-assessment of learning strategies, progress, and classroom skills to be discussed with the instructor</li> <li>7. Complete tasks to a specified level of accuracy</li> </ol> <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.</p> <p>Where formal tests of specific skills are used, mastery will be defined as a score of 70% or more.</p> <p>Progress will be monitored on a regular basis by the instructor in consultation with each student.</p>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

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 Course Designer(s)

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 Education Council / Curriculum Committee Representative

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 Dean / Director

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 Registrar