



EFFECTIVE: SEPTEMBER 2011 CURRICULUM GUIDELINES

A.	Division: Education	Effective Date:	September 2011
B.	Department / Program Area: Developmental Education English as a Second Language	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/> If Revision, Section(s) Revised: A, B, H Date of Previous Revision: September 2009 Date of Current Revision: May 2010
C:	EASL 0820	D:	Academic Health Care Reading and Composition Skills for Students of English as a Second Language
		E:	6

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: Academic Health Care Reading and Composition Skills for Students of English as a Second Language is for students who wish to upgrade their language skills with a view to applying for one of the health sciences programs offered at Douglas College. This course emphasizes reading for study purposes and writing from first-year university level sources. Students will read materials from a range of appropriate materials including academic texts, professional journals, and literature. Materials will be related to or based on the health care field in Canada whenever possible. Cultural literacy and awareness will be stressed along with the development of a repertoire of academic and practical skills needed to be successful in a post secondary classroom. These skills will be transferrable to employment situations after educational goals have been achieved.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Whole group instruction/small group and individual activities classroom and language lab Number of Contact Hours: (per week / semester for each descriptor) 8 Number of Weeks per Semester: 15	
	H:	Course Prerequisites: EASL 0360 or (EASL 0365 and 0375) and EASL 0350 or (EASL 0345 and EASL 0355) or EASL assessment
	I:	Course Corequisites: EASL 0810
	J:	Course for which this Course is a Prerequisite: None
	K:	Maximum Class Size: 18
L:	PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)	

M: Course Objectives / Learning Outcomes:Overall Objectives:

Extend communicative proficiency, language accuracy, and study skills for a broad range of academic purposes.

Specific Objectives:

1. Read and understand academic materials to support writing
2. Learn and utilize techniques for effective assessment of and self-reflection on performance and progress and communicate these observations comprehensibly and competently
3. Take notes for a range of academic purposes
4. Use strategies and techniques to explore academic materials
5. Collect, analyze, and organize relevant information from a variety of sources
6. Plan, write, revise, edit and document (APA or MLA style) formal composition such as summary, summary-analysis, case study, research essay, comparative analysis, experiment/research report, and literary analysis
7. Monitor and apply strategies to improve accuracy in grammar, sentence structure, and word choice to a specified level of accuracy
8. Participate effectively in a college classroom environment

N: Course Content:Reading Skills

1. To follow the ideas and information in readings
 1. Follow written instructions
 2. Use pre-reading skills to prepare for a reading task
 3. Identify purpose and/or issues, overall key idea, main ideas, and key details
 4. Use active reading strategies
 5. Follow the organization of a reading
 6. Identify, summarize, and evaluate an author's position, supporting argument, and evidence; compare/contrast two positions on the same topic in opinion readings
 7. Identify components (background, method, results, discussion, conclusions) and evaluate how well reports/studies meet specified criteria in experiment/research reports/studies
 8. Analyze characters, setting, theme and use of literary devices (symbolism, imagery) in literature
2. To find materials in the library
 1. Use a variety of library resource materials including online databases to research a topic
 2. Use the Internet: create search strategies, use subject directories and search engines, evaluate web sites
 3. Use MyDouglas and/or Blackboard for communication and coursework purposes
3. To use study skills
 1. Use data from tables, charts, and graphs as research materials
 2. Prepare for a variety of test formats including objective and essay tests
 3. Prepare study notes and annotate text
 4. Predict exam questions
 5. Learn and memorize content from text and class materials

Writing Skills

1. To write formally
 1. Write reflectively about course readings
 2. Take research notes, including summary, paraphrase, and quotations from source readings
2. To write formal multi-paragraph summaries, summary-analyses, and comparative analyses
 - a. Take accurate summary notes from assigned articles/case studies
 - b. Prepare paragraph frameworks for summaries
 - c. Compose well-structured, paraphrased, accurate summaries using notes and paragraph frameworks
 - d. Write analyses of summarized articles following guidelines
 - e. Revise based on peer and teacher feedback

- f. Follow format instructions
 - g. Edit and proofread
3. To write research essays
 - a. Generate ideas from readings
 - b. Select and narrow topics
 - c. Write focused thesis statements and parallel blueprint points
 - d. Create essay frameworks with interrelated body paragraph topic sentences
 - e. Write well-structured introductions
 - f. Incorporate source material and document (APA or MLA style)
 - g. Create coherence within and between paragraphs
 - h. Write well-structured concluding paragraphs
 - i. Revise based on peer and teacher feedback
 - j. Follow formal instructions
 - k. Edit and proofread

Accuracy

1. To self-monitor for accuracy
 - a. Apply knowledge of parts of speech, sentence elements, specified sentence types, and mechanics
 - b. Apply sentence structure rules
 - i. To correctly embed appositives and introductory phrases including reduction of adverb and adjective clauses to participle phrases
 - ii. To correctly insert evidence including direct and/or indirect quotes, and author introductory phrases
 - c. Identify and correct errors including
 - i. Tense rules in reported speech
 - ii. Verb tense shifts in mixed tense environments
 - iii. Passive voice
 - iv. Word order in questions
 - v. Word choice and word form
 - vi. Articles and other determiners, especially for abstract nouns which have both countable and uncountable uses
 - vii. Format and punctuation for documenting and inserting evidence from sources

Classroom Skills

1. Take responsibility for the following
 - a. Attendance and punctuality
 - b. Class work and assignments
 - c. Participation and teamwork
 - d. Proper classroom etiquette

O: Methods of Instruction:

The instructor will facilitate, observe, and evaluate students' development and participation in reading and writing activities. Whole and small group instruction will be combined with individual assistance and student-directed learning. Students will receive assistance with reading difficulties that arise from lack of familiarity with the structure, lexicon, and cultural content of the reading passages. 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 and/or materials.

Q: Means of Assessment:

1. Complete assigned skill development tasks. These should include:
 - a. Prepare a file of self-selected articles used as source material in essays; prepare research notes on material; prepare a reference list APA or MLA style

- b. Develop a file of writing, all word processed, that meets instructor specified criteria for content, organization, language use, accuracy, and format

These assignments should include the following:

- i. At least one summary
- ii. At least one summary-analysis
- iii. At least one research essay
- iv. At least one comparative analysis of arguments on a common issue

These assignments could include the following:

- i. A summary of an experiment/research report
- ii. A short literary analysis document MLA style of
 1. Theme
 2. Relationship between setting and theme or setting and character
 3. Comparison/contrast of characters
- c. In class, plan, organize, and write at least one essay/report that meets instructor specified criteria for content, organization, language use and accuracy, and format
- d. Complete quizzes, both skill based and content based
- e. Complete at least one self-assessment of learning strategies, progress, and classroom skills to be discussed with the instructor
- f. Complete tasks to a specified level of accuracy

Student achievement will be assessed using the letter grade system in accordance with college policy.

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