

A: Division: Educational and Student Services Date: January 25, 1999

B: Department: Student Services and Developmental Education New Course: *

Program: Revision of Course Information form:

C: EASL 835 D: Communication Skills for Home Support/Resident Care Attendant Program Students E: 3.0

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description:
 This course is designed for students who are planning to enter the Home Support/Resident Care Attendant Program. Students will practice strategies and techniques to improve language fluency with HSRC educational, employment, and social contexts. Students will improve their communication skills for a variety of situations. Facilitating communication and recognizing and solving miscommunication will be emphasized. In addition they will learn language, including idioms and slang, particular to a health care environment. Formal group discussion and discussion leadership skills will also be learned and practiced. Students will prepare and give short formal presentations.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

C, D, F, I, J, K

G: Type of instruction: Hrs 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 (Specify):	4 Hrs.
Total:	4 Hrs.

H: Course Prerequisites:
 EASL 245 and 255, or 244 and 254, or instructor permission

I: Course Corequisites:
 EASL 835, 885, and 875 for HSRC Students

J: Course for which this Course is a Prerequisite:
 EASL 435 or 455

K: Maximum Class Size:
 18

L: College Credit Transfer

College Credit Non-Transfer *

Non-Credit

M: Transfer Credit: Requested:

Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

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

K. E. Yoshitomi
 Course Designer(s)

Director/Chairperson

[Signature]
 Divisional Dean
 Registrar

Subject and Course Number

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

Materials to be supplied. Students may be required to purchase a text.

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 HSRC educational, employment, and social contexts, EASL students will:

1. communicate in a variety of settings;
2. use formal and informal language appropriately;
3. use strategies and techniques to facilitate communication and solve miscommunication;
4. communicate in culturally appropriate ways;
5. communicate successfully in intercultural situations;
6. make short academic presentations;
7. participate in discussions, including leading short group discussions;

P. COURSE CONTENT

1. language functions, including making small talk, offering assistance, giving and receiving instructions;
2. conversational signals, including initiating, interrupting, and closing a conversation;
3. register, including the appropriate use of formal and informal language in a variety of situations;
4. English idioms and slang;
5. cultural appropriateness, including communicating effectively in accordance with cultural expectations;
6. intercultural communication strategies;
7. communication strategies, including techniques for overcoming miscommunication and facilitating interpersonal communication;
8. presentation skills including leading group discussion, and giving short academic presentations.

Q. METHOD INSTRUCTION

The instructor will facilitate, observe, and evaluate students' participation in communicative 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 she/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.