



**Douglas  
College**

**EFFECTIVE: MAY 2002**

**CURRICULUM GUIDELINES**

<b>A.</b>	Division:	Educational Services	Date:	November 16, 2001		
<b>B.</b>	Department / Program Area	Student Development English as a Second Language	New Course		Revision	X
			If Revision, Section(s) Revised	K		
			Date Last Revised:	January 25, 1999.		
<b>C:</b>	EASL 865	<b>D:</b>	Advanced Reading Skills for Home Support/Resident Care Attendant Program Students	<b>E:</b>	3	
	Subject & Course No.		Descriptive Title		Semester Credits	
<b>F:</b>	<p><b>Calendar Description:</b> This course is designed for students who are planning to enter the Home Support/Resident Care Attendant Program. This course emphasizes reading longer passages at a reasonable rate, and taking notes that would be useful for study and review purposes. Effective academic reading strategies and memory techniques will be studied and practiced. Moreover, methods for improving and expanding vocabulary relating to HSRC educational, employment, and social contexts will be stressed. Readings will come from a variety of health care materials, including the textbooks and other materials required for the Home Support/Resident Care Attendant Program.</p>					
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings		<b>H:</b>	Course Prerequisites:		
	Primary Methods of Instructional Delivery and/or Learning Settings:		<b>I:</b>	Course Corequisites:		
	Number of Contact Hours: (per week / semester for each descriptor) 4		<b>J:</b>	Course for which this Course is a Prerequisite		
	Number of Weeks per Semester: 14		<b>K:</b>	Maximum Class Size:		
				15		
<b>L:</b>	PLEASE INDICATE:					
		Non-Credit				
X		College Credit Non-Transfer				
		College Credit Transfer:		Requested	Granted	
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )					

<b>M:</b>	<p>Course Objectives / Learning Outcomes</p> <p>Within HSRC educational, employment, and social contexts, EASL students will:</p> <ol style="list-style-type: none"> <li>1. read longer passages and chapters with comprehensions;</li> <li>2. identify main ideas and supporting details in readings;</li> <li>3. use academic reading techniques and strategies such as textbook annotating and SQ3R;</li> <li>4. use memory techniques such as idea linking, acronyms, and mental and physical imagery;</li> <li>5. identify organizational patterns of readings and use them in notetaking</li> <li>6. paraphrase original ideas from readings without distorting or obscuring meaning</li> <li>7. write effective notes from various types of reading</li> <li>8. employ strategies to manage unfamiliar vocabulary'</li> <li>9. use basic library research skills.</li> </ol>
<b>N:</b>	<p>Course Content:</p> <ol style="list-style-type: none"> <li>1. Reading strategies and techniques including those required for effective previewing, rading and reviewing of academic materials;</li> <li>2. Vocabulary techniques, including studying medical word prefixes, suffixes, roots, and managing unfamiliar vocabulary with context;</li> <li>3. Memory techniques;</li> <li>4. Organizational patterns, especially those used in academic texts and materials;</li> <li>5. Notetaking and summary techniques'</li> <li>6. Basic library research skills, including using computer catalogues and periodical indexes.</li> </ol>
<b>O:</b>	<p>Methods of Instruction</p> <p>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.</p>
<b>P:</b>	<p>Textbooks and Materials to be Purchased by Students</p> <p>Materials to be supplied. Students may be required to purchase a text.</p>
<b>Q:</b>	<p>Means of Assessment</p> <p>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.</p> <p>Where formal texts 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>
<b>R:</b>	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>
Course Designer(s)	Education Council / Curriculum Committee Representative

Dean / Director		Registrar
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