



**Douglas  
College**

**EFFECTIVE: MAY 2002**

**CURRICULUM GUIDELINES**

|  |   |   |   |   |                  |   |
|--|---|---|---|---|------------------|---|
| <b>A.</b>  | Division:   | Educational Services                                | Date:   | November 16, 2001   |                  |   |
| <b>B.</b>  | Department /<br>Program Area  | Student Development<br>English as a Second Language | New Course  |   | Revision         | X |
|  |   |   | If Revision, Section(s)<br>Revised  | K   |                  |   |
|  |   |   | Date Last Revised:  | January<br>25, 1999.  |                  |   |
| <b>C:</b>  | EASL 875  | <b>D:</b>   | Upper Intermediate Writing Skills for Home<br>Support/Resident Care Attendant Program<br>Students | <b>E:</b>   | 3                |   |
|  | Subject & Course No.  |   | Descriptive Title   |   | Semester Credits |   |
| <b>F:</b>  | <b>Calendar Description:</b><br>This course is designed for students who are planning to enter the Home Support/Resident Care Attendant Program. Students will practice different types of writing that can be used within HSRC educational, employment and social contexts. Students will generate and organize ideas into increasingly longer compositions and practice editing and revising. Exercises will help students clarify and elaborate supporting points, use grammar, and proofread written work. Exercises and assignments will have a health care focus and content whenever possible. |   |   |   |                  |   |
| <b>G:</b>  | Allocation of Contact Hours to Type of Instruction / Learning Settings<br><br>Primary Methods of Instructional Delivery and/or Learning Settings:<br><br>Number of Contact Hours: (per week / semester for each descriptor) 4<br><br>Number of Weeks per Semester: 14   |   | <b>H:</b>   | <b>Course Prerequisites:</b><br>EASL 175 or 174 or instructor permission. |                  |   |
|  |   |   | <b>I:</b>   | <b>Course Corequisites:</b><br>EASL 835, 885, and 865 for HSRC Students   |                  |   |
|  |   |   | <b>J:</b>   | <b>Course for which this Course is a Prerequisite</b><br>EASL 465 or 464  |                  |   |
|  |   |   | <b>K:</b>   | <b>Maximum Class Size:</b><br>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 (www.bccat.bc.ca) |   |   |   |   |                  |   |

|                    |  |
|--------------------|--|
| <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. generate content through various techniques such as brainstorming and using written and visual sources for ideas;</li> <li>2. use compositional techniques including topic selection, outlining, and writing rough drafts;</li> <li>3. produce paragraphs with topic sentences, main and supporting points, and conclusions;</li> <li>4. combine paragraphs into longer compositions including basic essays;</li> <li>5. use conjunctions, subordinators, connectors, and transitions correctly to ensure sentence structure variety;</li> <li>6. edit and revise written work;</li> <li>7. improve language skills including grammar, punctuation, and vocabulary.</li> </ol> |
| <b>N:</b>          | <p>Course Content:</p> <ol style="list-style-type: none"> <li>1. Grammar review and practice, including parts of speech, verb tenses, passive voice, gerunds, infinitives, adjectives, adverbs, and noun clauses;</li> <li>2. Punctuation review and practice;</li> <li>3. Spelling rules review and organization;</li> <li>4. Paragraph format and organization</li> <li>5. Review and practice subordinators, transitions, connectors, and conjunctions;</li> <li>6. Rhetorical paragraph types, including process writing and narrative writing;</li> <li>7. Longer compositions, including basic essays.</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 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>  |
| <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 |
|-----------------|--|-----------|

© Douglas College. All Rights Reserved.