



EFFECTIVE: MAY 2004

CURRICULUM GUIDELINES

Division: Educational Services **Effective Date:** May 2004

B. Department / Student Development

Revision

New Course

Program Area: English as a Second Language

If Revision, Section(s)

G, I, J

Revised:

Date of Previous Revision:

November 16, 2001

Date of Current Revision:

October 2003

C: EASL 885

D: Language Accuracy Skills for Home Support/Resident Care Attendant Program Students

E: 3

Subject & Course No.	Descriptive Title	Semester Credits						
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 listening and speaking accuracy within HSRC educational, employment, and social contexts. This course will introduce the English sound system and major stress and intonation patterns. Students will improve listening and speaking skills by practicing phrasing, syllable reduction and linking. In addition, listening skills will be practiced through exercises such as dictation and basic notetaking.								
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Number of Contact Hours: (per week / semester for each descriptor) 4 Number of Weeks per Semester: 15	H: Course Prerequisites: EASL 245 and 255, or 244 and 254 or instructor permission							
	I: Course Corequisites: EASL 835, 865, 875 for HSRC students							
	J: Course for which this Course is a Prerequisite							
	K: Maximum Class Size: 15							
L: PLEASE INDICATE: <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 30px; height: 20px;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="width: 30px; height: 20px;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="width: 30px; height: 20px;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>			<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
<input checked="" type="checkbox"/>	College Credit Non-Transfer							
<input type="checkbox"/>	College Credit Transfer:							

<p>M: Course Objectives / Learning Outcomes Within HSRC educational, employment, and social contexts, EASL students will:</p> <ol style="list-style-type: none">1. use accurate basic English grammar patterns;2. use a comprehensive health care vocabulary;3. identify, distinguish between, and reproduce English sounds in isolation and in combination in communicative situations;4. identify and reproduce basic stress, intonation, and rhythm patterns of English speakers in communicative situations;5. identify individual pronunciation problems;6. use strategies and techniques for managing individual pronunciation problems;7. speak with comprehensible pronunciation in short conversations or presentations, and in less controlled and more varied communicative situations;8. take accurate dictation;9. use notetaking techniques.
<p>N: Course Content:</p> <ol style="list-style-type: none">1. basic sound system of English including vowels, consonants, and consonant clusters;2. word phrase and sentence stress;3. speech pitch, intonation and rhythm;4. identification of individual pronunciation errors;5. strategies and techniques for making and monitoring pronunciation improvements;6. healthcare vocabulary and usage;7. techniques for using dictionaries to determine appropriate pronunciation and correct word use;8. language syntax skills, including basic grammar and sentence structure;9. basic dictation and notetaking techniques.
<p>O: 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>
<p>P: Textbooks and Materials to be Purchased by Students Materials to be supplied. Students may be required to purchase a text.</p>
<p>Q: 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. Where formal evaluations 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.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR No</p>

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar