

A: Division: Educational and Student Services
 B: Department: Student Services and Developmental Education
 Program:

Date: January 25, 1999
 New Course: *

Revision of Course
 Information form:

C: **EASL 885** D: **Language Accuracy Skills for Home Support/Resident Care Attendant Program Students** E: **3.0**

Subject & Course No. Descriptive Title Semester Credit

<p>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.</p>	<p>Summary of Revisions: (Enter date & section) Eg: Section C,E,F</p>																								
<p>G: Type of instruction: Hrs per week / per semester</p> <table border="0"> <tr><td>Lecture:</td><td>Hrs.</td></tr> <tr><td>Laboratory:</td><td>Hrs.</td></tr> <tr><td>Seminar:</td><td>Hrs.</td></tr> <tr><td>Clinical Experience:</td><td>Hrs.</td></tr> <tr><td>Field Experience:</td><td>Hrs.</td></tr> <tr><td>Practicum:</td><td>Hrs.</td></tr> <tr><td>Shop:</td><td>Hrs.</td></tr> <tr><td>Studio:</td><td>Hrs.</td></tr> <tr><td>Student Directed Learning:</td><td>Hrs.</td></tr> <tr><td>Other (Specify):</td><td></td></tr> <tr><td>:</td><td>4 Hrs.</td></tr> <tr><td>Total:</td><td>4 Hrs.</td></tr> </table>	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.	<p>H: Course Prerequisites: EASL 245 and 255, or 244 and 254, or instructor permission</p> <p>I: Course Corequisites: <i>extended Jan 17/2000</i> EASL 835, 875, and 865 for HSRC Students <i>MD</i></p> <p>J: Course for which this Course is a Prerequisite: None</p> <p>K: Maximum Class Size: 18</p>
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	Granted:																								

K. E. Yoshitomi
 Course Designer(s)

 Director/Chairperson

[Signature]
 Divisional Dean
[Signature]
 Registrar

**EASL 885 Language Accuracy Skills for HSRC
Program Students**

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

0. COURSE OBJECTIVES

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

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. COURSE CONTENT

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. health care 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.

Q. METHOD OF 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.