



**EFFECTIVE SEPTEMBER 2005**

<b>C:</b> EASL 0355	<b>D:</b> Advanced Conversation and Discussion for Students of English as a Second Language	Revised: F, H, J, M, N, P, Q Date of Previous Revision: January 1994 Date of Current Revision: June 2004 <b>E:</b> 3
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Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description:		
	This course is designed for students who wish to understand	

<input type="checkbox"/>	Non-Credit
<input checked="" type="checkbox"/>	College Credit Non-Transfer
<input type="checkbox"/>	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M:** Course Objectives / Learning OutcomesOverall Objectives

Extend communicative competence and language accuracy for a range of educational and/or employment purposes

Specific Objectives

1. Understand general interest and academic oral communication on sometimes unfamiliar topics to obtain detailed information, to explore academic content, and to develop critical thinking
2. Take notes for academic purposes
3. Use strategies to learn academic material
4. Communicate competently in culturally-appropriate ways on sometimes unfamiliar topics using appropriate language functions to obtain and give detailed information, to explore academic

2. To prepare and deliver formal reports and presentations
  - i) Select topic
  - ii) Develop purpose and focus
  - iii) Gather information/prepare outline
  - iv) Develop introduction, body, conclusion
  - v) Prepare visuals; integrate visuals into talk
  - vi) Rehearse/obtain feedback
  - vii) Prepare note cards
  - vii) Use effective presentation style: eye contact, body language, vocal delivery, and language use
  - vii) Prepare follow-up discussions
3. Give impromptu talks on spontaneous topics and under timed conditions
4. Use pronunciation elements appropriately

#### Reading and Writing

1. To prepare for, support, and extend speaking
  - i) Follow written instructions
  - ii) Use readings in speaking tasks
  - iii) Write reflectively
  - iv) Write notes, outlines, interview questions and answers, reports and summaries and/or paragraphs

#### Accuracy

1. For explicit instruction and evaluation
  - i) All accuracy items from 100 and 200 levels
  - ii) Perfect tenses: past perfect, future perfect, all conditionals
  - iii) Verbals: infinitives, gerunds, base forms
  - iv) Word forms: nouns, adjectives, adverbs
  - v) Pronunciation elements
    - a) All pronunciation elements from 100 and 200 levels
    - b) Special intonation patterns, vowel and consonant sounds
  - j) Articles
  - k)

4. Give at least one formal report or summary to the whole class. Some examples include:
  - i) a report on a current event or recent trend
  - ii) a summary of an educational video
  - iii) a summary of an article
5. Complete at least one listening and speaking project which includes a written component. Some examples include:
  - i) participating in an interview or discussion with students in regular Douglas College classes
  - ii) arranging for/introducing/thanking a guest speaker from the College or the community
  - iii) interviewing an individual in the college or the community
6. Complete oral tasks to a specified level of delivery competence. This must include appropriate eye contact, body language, and vocal delivery features such as voice quality and appropriate pauses
7. Complete oral and written tasks to a specified level of language accuracy
8. Complete skill based quizzes
9. Complete at least one self-assessment of learning

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