



EFFECTIVE: SEPTEMBER 2005 CURRICULUM GUIDELINES

Division: Educational Services Effective Date: September 2005

B. Department / Student Development Revision New Course
 Program Area: English as a Second Language

If Revision, Section(s) Revised: F,G,H,I,J,M,N,O,P,Q
 Date of Previous Revision: June 2004
 Date of Current Revision: September 2004

C: EASL 0375 **D:** Paragraph and Essay Composition for Students of English as a Second Language **E:** 3

| Subject & Course No. | Descriptive Title | Semester Credits | | | | | | |
|---|--|------------------|--------------------------|------------|-------------------------------------|-----------------------------|--------------------------|--------------------------|
| <p>F: Calendar Description:</p> <p>This course is for students who wish to upgrade their writing for educational or employment purposes. It is designed for students who have experience writing expository paragraphs, and have reasonable control of grammar and sentence structure. This course emphasizes writing for a variety of academic purposes. In addition to improving organizing, composing, editing, revising and proofreading skills, students will develop multi-paragraph academic essays. Students will be introduced to research skills, such as finding, using, and documenting source material.</p> | | | | | | | | |
| <p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings: Teacher-guided and student-directed</p> <p>Whole group instruction/small group and individual activities Classroom/Computer lab</p> <p>Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p>Number of Weeks per Semester: 15</p> | <p>H: Course Prerequisites: EASL 0260 or (EASL 0275 or EASL 0274) and (EASL 0265 or EASL 0264) or EASL assessment</p> | | | | | | | |
| | <p>I: Course Corequisites: Recommended: EASL 0365</p> | | | | | | | |
| | <p>J: Course for which this Course is a Prerequisite EASL 0475 or EASL 0460</p> | | | | | | | |
| | <p>K: Maximum Class Size: 18</p> | | | | | | | |
| <p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 50px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.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: | | | | | | | |

Accuracy

1. To self-monitor for accuracy
 - i) Use and follow editing symbols
 - ii) Use word processing editing aids (spelling, grammar check, thesaurus)
 - iii) Apply knowledge of parts of speech, sentence elements, specified sentence types, and mechanics
 - iv) Identify and correct errors for specified items
2. For explicit instruction and evaluation
 - i) Correctly form and use present perfect and

- iii) a piece of writing about literature documented MLA style. Some examples include:
 - a) plot summary
 - b) setting description
 - c) theme and conflict identification

5.