



EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

Division: Educational Services Effective Date: September 2004

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

If Revision, Section(s) Revised: C, H, I

Date of Previous Revision: January 1994

Date of Current Revision: June 2004

C: EASL 0445

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G: Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites:
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M: Course Objectives / Learning Outcomes

Students will practice strategies for:

- Following different modes of lecturing (spoken, audio, audio-visual);
- Following lectures despite differences in accent and speed;
- Following different styles and registers in lectures;
- Understanding other presentations, discussions, and interviews.

At mastery, successful students can:

Listening Skills

1. identify the skills and processes involved in listening;
- 2.

<p>4. Using communication signals to understand content:</p> <ul style="list-style-type: none"> a. using linguistic signals (e.g. redundancy, vocabulary, syntactic patterns, stress and intonation); b. using paralinguistic signals (e.g. gestures, facial expressions, voice quality, loudness, pauses); c. using contextual signals (e.g. visuals – drawings, diagrams, photos; and accompanying materials – handouts, textbooks); d. using organizational signals (e.g. rhetorical patterns, transitions, lecture format, discussion or interview format); e. using situational signals (e.g. setting, speaker/listener relationship, topic, speaker intent); f. using interactional signals (e.g. turn taking, conversational gambits, fillers). <p>5. a. taking rough notes while listening; b. revising notes after listening; c. outlining.</p> <p>6. Clarifying a spoken text (e.g. a poorly organized or expressed presentation, a confusing discussion, an unsatisfactory interview).</p>
<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</p> <p>Materials will be supplied. Students may be required to purchase a textbook.</p>
<p>Q: Means of Assessment</p> <p>A mastery model of on-going evaluation will be used. A student will reach mastery when s/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>
<p>R: 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