



EFFECTIVE: SEPTEMBER 2005
CURRICULUM GUIDELINES

Division: Educational Services Effective Date: September 2005

B. Department / Program Area: Student Development / English as a Second Language Revision: New Course
 If Revision, Section(s) Revised: F,G,H,M,N,P,Q
 Date of Previous Revision: January, 1994
 Date of Current Revision: June 2004
C: EASL 0455 **D:** College Preparatory Discussion and Participation Skills for Students of English as a Second Language **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits
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F: Calendar Description:

This course is for students who wish to refine their skills at leading as well as participating in formal and informal discussions in a variety of settings. Students will practice using interactive strategies appropriate in

| -Credit |

Num

O: Methods 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.

P: Textbooks and Materials to be Purchased by Students

Students may be required to purchase a textbook and audio materials.

Q: Means of Assessment

1. Complete assigned skill development tasks. These should include:
 - i) transcriptions of prepared and impromptu taped materials
 - ii) activities for pronunciation elements
 - iii) reports on outside speaking tasks and projects
 - iv) presentation materials (outlines, notecards, research notes, discussion questions)
2. Identify topic, main ideas and details in conversations and presentations
3. Complete at least two speaking tasks. These could include:
 - i) giving an informative or persuasive impromptu speech
 - ii) summarizing a short chapter or excerpt from an academic course text, periodical or professional journal
 - iii) explaining a concept or process from an academic course text using visuals
 - iv) describing the training and experience required for a specific profession
 - v) reporting on a research project
 - vi) arguing against a proposed policy, regulation or law
 - vii) analyzing a case study
4. Participate in and lead small group and class discussions; carry out assigned role (e.g., leader/chair, note-taker, reporter, observer)