



# EFFECTIVE: SEPTEMBER 2005 CURRICULUM GUIDELINES

Division: Educational Services

Effective Date:

September 2005

**B.** Department /  
Program Area:

\_\_\_\_\_ F,G,H,M,N,P,Q \_\_\_\_\_

**iv d**

Date of Previous Revision: January 1994

Date of Current Revision: June 2004

**C:** EASL 0445

**D:** College Preparatory Listening and Notetaking  
for Students of English as a Second Language

**E:** 3

Subject & Course No.	Descriptive Title	Semester Credits
<p><b>F:</b> Calendar Description:</p> <p>This course is for EASL students who wish to refine their academic listening and notetaking skills. Students will improve their ability to understand longer lectures and other presentations, discussions and interviews, particularly those in which the participants are presenting or discussing views on unfamiliar subjects or controversial issues. Activities will focus on de</p> <p style="text-align: right;">to develop language skills including grammar,</p> <p>sentence structure, and vocabulary.</p>		
<p><b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <ul style="list-style-type: none"> <li>• Teacher-guided and student-directed</li> <li>• Whole group instruction/small group and individual activities</li> </ul> <p>Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p>Number of Weeks per Semester: 15</p>	<p><b>H:</b> Course Prerequisites: EASL 0350, or EASL 0345 or EASL 0344 and a minimum of EASL 0260, or EASL 0275 or EASL 0274 or EASL assessment.</p> <p><b>I:</b> Course Corequisites:  Recommended EASL 0455</p> <p><b>J:</b> Course for which this Course is a Prerequisite  None</p> <p><b>K:</b> Maximum Class Size:  20</p>	
<p><b>L:</b> PLEASE INDICATE:</p> <p style="text-align: center;">Non-Credit</p>		

**M:** Course Objectives / Learning Outcomes

Overall Objectives

Extend communicative proficiency and language accuracy for a broad range of academic purposes.

Specific Objectives

1. Understand complex 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.

**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) dictations, and dictocomps
  - ii) reports on outside listening and speaking tasks and projects
  - iii) pronunciation activities
  - iv) notes on discussions, interviews, reports, presentations and lectures.
2. Complete at least two listening and notetaking tasks/projects. These could include:
  - i) listening to/taking notes on a 20-40 minute video lecture on documentary or an academic or professional topic
  - ii) attending/taking notes on a discussion, seminar or debate
  - iii) attending/taking notes on a College committee or student meeting
  - iv) attending/taking notes on a community meeting or local issue
  - v) conducting a survey
  - vi) interviewing a College Administrator, business owner, or professional
  - vii) summarizing an educational video
3. Complete oral and written tasks to a specified level of accuracy
4. Complete quizzes, both skill based and content based
5. Complete at least 2 self-assessments of learning strategies, progress and classroom skills to be discussed with the instructor.

This is a college preparatory course. 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.

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.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

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 Course Designer(s)

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 Education Council / Curriculum Committee Representative

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 Dean / Director

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 Registrar