



# 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
<b>F:</b> 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)