

A: Division: Educational and Student Services
 B: Department: Student Services and Developmental Education
 Program:

Date: 24 January, 1994.

New Course:

Revision of Course Information Form: X

C: EASL 245

D: Upper Intermediate Listening for Students of English as a Second Language

E: 3

Subject & Course No.	Descriptive Title	Semester Credit																				
F: Calendar Description: This course is the second level of a series designed for students who wish to upgrade their listening skills in order to continue their education or improve their employment opportunities. Exercises will help students understand and respond appropriately when participating in longer conversations and communicating in non-routine situations. Listening texts will be based on sources such as t.v., radio, films, tapes and guest speakers. Some simple notetaking exercises, such as writing down key words and main points, will be introduced. Through these activities, students will continue to develop language skills.	Summary of Revisions: (Enter date & section) Eg. Section C,E,F 1994.01.24 H																					
G: Type of Instruction: Hours per Week/per Semester	H: Course Prerequisites:																					
<table border="0"> <tr><td>Lecture</td><td>Hrs.</td></tr> <tr><td>Laboratory</td><td>Hrs.</td></tr> <tr><td>Seminar</td><td>Hrs.</td></tr> <tr><td>Clinical Experience</td><td>Hrs.</td></tr> <tr><td>Field Experience</td><td>Hrs.</td></tr> <tr><td>Practicum</td><td>Hrs.</td></tr> <tr><td>Shop</td><td>Hrs.</td></tr> <tr><td>Studio</td><td>Hrs.</td></tr> <tr><td>Student Directed Learning</td><td>Hrs.</td></tr> <tr><td>Other</td><td>4 Hrs.</td></tr> </table>	Lecture	Hrs.	Laboratory	Hrs.	Seminar	Hrs.	Clinical Experience	Hrs.	Field Experience	Hrs.	Practicum	Hrs.	Shop	Hrs.	Studio	Hrs.	Student Directed Learning	Hrs.	Other	4 Hrs.	EASL 145 or 144 or Instructor Permission	
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Student Directed Learning	Hrs.																					
Other	4 Hrs.																					
TOTAL 4 HOURS	I: Course Corequisites:																					
	Recommended EASL 255																					
	J: Course for which this Course is a Prerequisite:																					
	EASL 345																					
	K: Maximum Class Size:																					
	20																					

L: College Credit Transfer
 College Credit Non-transfer X

M: Transfer Credit:
 Requested:
 Granted:
 Specify Course Equivalents or Unassigned Credit as Appropriate:

U.B.C.
 S.F.U.
 U. Vic.
 Other:

[Signature]

[Signature]

COURSE DESIGNER(S)

DIVISIONAL DEAN

[Signature]

DIRECTOR/CHAIRPERSON

[Signature]

REGISTRAR

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Materials will be supplied.
Students may be required to purchase a textbook.

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation

O. Course Objectives

Within relevant educational, employment, personal and social contexts, students will:

1. understand and respond appropriately to what is being said in a variety of increasingly complex situations, and in longer conversations;
2. recognize and understand formal and informal language;
3. recognize and interpret cultural features of communication;
4. carry out classroom listening tasks, such as noting main points of a short presentation, understanding what is being said in a small group discussion.

P. Course Content

1. a. language functions, such as reporting, requesting, expressed in different ways in a variety of settings, especially non-routine situations.
b. conversational signals, such as initiating or closing a conversation, especially those used to keep conversations going.
2. use of register (formal, informal language).
3. cultural appropriateness (responding in accordance with cultural expectations).
4. classroom listening skills, such as presentation format, strategies, and basic note taking techniques.

Q. Method 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.

R. Course Evaluation

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.