



# EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

Division: Educational Services      Effective Date: September 2004  
**B.** Department / Student Development      Revision  New Course   
 Program Area: English as a Second Language  
 If Revision, Section(s) C, H, I  
 Revised:  
 Date of Previous Revision: January 1994  
 Date of Current Revision: June 2004  
**C:** EASL 0445

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<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H:</b> 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> <ol style="list-style-type: none"> <li>a. using linguistic signals (e.g. redundancy, vocabulary, syntactic patterns, stress and intonation);</li> <li>b. using paralinguistic signals (e.g. gestures, facial expressions, voice quality, loudness, pauses);</li> <li>c. using contextual signals (e.g. visuals – drawings, diagrams, photos; and accompanying materials – handouts, textbooks);</li> <li>d. using organizational signals (e.g. rhetorical patterns, transitions, lecture format, discussion or interview format);</li> <li>e. using situational signals (e.g. setting, speaker/listener relationship, topic, speaker intent);</li> <li>f. using interactional signals (e.g. turn taking, conversational gambits, fillers).</li> </ol> <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><b>O:</b> 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><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>Materials will be supplied. Students may be required to purchase a textbook.</p>
<p><b>Q:</b> 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><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

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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