



# COURSE OUTLINE

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**Course Name:** ESL Reading & Writing 5

**Department Head/Coordinator:** Tanis Sawkins

**Effective Date:** April 02, 2014

<b>School or Centre:</b>		<b>Department:</b>
School of Language Studies		ESL Pathways
<b>Course History:</b>		<b>Year of Study:</b>
New Course		ESL Course
<b>Name of Replacing Course (if applicable):</b>	<b>Course Number:</b>	ELSK 0520
	<b>Number of Credits:</b>	4.0

**Course Pre-requisites (if applicable):**

CLB 4 Reading & Writing (NB: method for entry is via a VCC ratified CLB placement test or course completion with an ascribed CLB level.)

**Course Co-requisites (if applicable):**

N/A

**PLAR (Prior Learning Assessment & Recognition)**  No  Yes (details below):

N/A

**Course Description:**

**ESL Reading & Writing 5**

The focus of ESL Reading & Writing 5 is on developing reading and writing communication skills in English and improving the following Essential Skills: Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning. Classroom activities engage students in developing reading and writing strategies using community, workplace and academic contexts. Learners integrate language skills, Essential Skills and intercultural skills through activities such as: reading reports and instructions, reflective writing, finding information, writing a workplace e-mail, reading diagrams, tables and charts, and completing research . By the end of this course, students will be able to meet the Reading and Writing outcomes at CLB 5 in the Canadian Language Benchmarks.

Note: The topics in this course are closely aligned with the topics in ESL Listening & Speaking 5.

**Note to instructors:** An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).

### **Instructional Strategies:**

The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, coaching, one-on-one consultations, using audio/computer labs, case studies, videos, lectures, demonstrations, etc.

### **Course Learning Outcomes:**

#### Reading ESL Pathways 5

- 1) Find the main ideas and details of common personal and public social messages. For example, an e-mail to a friend, a letter of advice, an e-mail to raise funds
- 2) Follow 7-10 step-by-step instructions with pictures for everyday tasks.
- 3) Scan charts, tables or websites to find and use 1-2 pieces of information.
- 4) Find information in business texts
- 5) Identify how descriptions and stories about common topics are organized and connected
- 6) Interpret and use information in diagrams, tables, graphs, and website menus
- 7) Get basic information from the internet or table of contents

#### Writing ESL Pathways 5

- 1) Write 1-2 paragraph formal or informal personal messages for social purposes. For example, an email to a friend, an invitation or a journal
- 2) Take messages or notes with 5-7 details while listening to a recording
- 3) Make a list of important points after reading something
- 4) Write 1-paragraph for a business or service to take care of everyday personal needs. For example, asking for a refund, for writing a report
- 5) Complete forms requiring 20-30 details of personal information
- 6) Write one paragraph to describe a person, object, or usual event

### **Program Learning Outcomes:**

#### ESL Pathways Certificate

- 1) Meet the Listening, Speaking, Reading and Writing outcomes at CLB 7 in the "Profiles of Ability" columns of the competency outcomes and standards listed in the Canadian Language Benchmarks 2012.
- 2) Communicate effectively in multiple contexts including personal, academic and workplace contexts of moderate complexity.
- 3) Successfully engage in basic interactions, inter-cultural communication, and soft skills to function effectively in community, study and work contexts of moderate complexity.
- 4) Utilize the following Essential Skills (thinking skills, working with others, computer use and document use) for tasks of moderate complexity.
- 5) Differentiate and produce a variety of genre types used in personal, academic and workplace contexts.



**Course Topics and Sequence Covered:**

Target Activities:

- 1) Planning for Lifelong Learning (take notes on different learning styles, write about learning styles, read a brochure, fill in a registration form)
- 2) Reading Instructions (read how to safely prepare mussels, read a food safety chart, write a paragraph on food safety)
- 3) Reporting Incidents (read about work-related injuries, workplace safety, take notes on an incident report)
- 4) Writing Workplace E-mails (read a letter from an advice columnist, write an e-mail to ask for advice, write an e-mail response)
- 5) Responding to Texts (read and write about aboriginal languages, search for website information, , take notes)
- 6) Reading and Writing Paragraphs (read an e-mail, read about Emily Carr, write a paragraph about a famous woman)
- 7) Researching (search St. Paul's website, search an online directory, fill in an MSP form)
- 8) Finding Information (search the 211 website and take notes, write an e-mail expressing interest)

## VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

<http://www.vcc.ca/about-vcc/policies/index.cfm>

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

### FOR COMMITTEE USE ONLY

<b>Date Approved by Education Council:</b>		<b>Date Approved by VCC Board (if applicable):</b>	
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