



COURSE OUTLINE

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Course Name: ESL Reading & Writing 6

Department Head/Coordinator: Tanis Sawkins

Effective Date: April 02, 2014

School or Centre:		Department:
School of Language Studies		ESL Pathways
Course History:		Year of Study:
New Course		ESL Course
Name of Replacing Course (if applicable):	Course Number:	ELSK 0620
	Number of Credits:	4.0

Course Pre-requisites (if applicable):

CLB 5 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 6

The focus of ESL Reading & Writing 6 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: organizing a schedule, creating a budget, using financial records, expressing opinions, analyzing and designing organizational information, etc. By the end of this course, students will be able to meet the Reading and Writing outcomes at CLB 6 in the Canadian Language Benchmarks.

Note: The topics in this course are closely aligned with the topics in ESL Listening & Speaking 6.

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 6

- 1) Identify the context, meaning, and mood of common social messages (such as emails)
- 2) Follow instructions with 10 steps or more for everyday tasks with some visual clues, even when the steps aren't listed in order
- 3) Scan maps, calendars, directories and website menus to find and use 2-3 pieces of information.
- 4) Get key and detailed information from brochures, notices, flyers and form letters that contain advice or requests
- 5) Retell or summarize descriptions and stories about familiar topics
- 6) Compare facts and make choices from information in diagrams, tables, graphs, and website menus
- 7) Access, locate and compare 2 or 3 pieces of information from on-line reference sources

Writing ESL Pathways 6

- 1) Write 2-paragraphs or more (formal or informal personal, social messages such as a letter, email, text message or on-line post)
- 2) Take messages or notes with 7-8 details while listening to a video or audio recording
- 3) Make an outline or summary after reading a page of information
- 4) Write 2 paragraphs for business or a service to get something done
- 5) Complete forms requiring 30-40 details of personal information
- 6) Write at least 2 connected paragraphs to describe a person, object, routine or sequence of events

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.

Target Activities:

- 1) Organizing Schedules (Smart principles, researching goal setting, e-mail writing task)
- 2) Budgeting (personal debt map, creating a budget)
- 3) Using Financial Statements (reading credit card brochures, writing an e-mail request/invitation, sending a thank you e-mail)
- 4) Applying Information (using an on-line dictionary, take notes while listening, make a human rights complaint, fill out a form)
- 5) Participating in Public Issues (summarize an article, read trends on foreign temporary workers, write an e-mail stating your opinion)
- 6) Writing & Reviewing Biographies (read a biography, create a zine, write a biography)
- 7) Reading Legal Documents (take notes, use on-line reference tools, take notes on the charter project)
- 8) Designing Organizational Charts (read a congratulations e-mail, describe organizational positions, create an organizational chart)

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.

FOR COMMITTEE USE ONLY

Date Approved by Education Council:		Date Approved by VCC Board (if applicable):	
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