## Course Name:
ESL Experiential Learning 1

### Department Head/Coordinator:
Tanis Sawkins

### Effective Date:
April 02, 2014

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
</tr>
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<tbody>
<tr>
<td>School of Language Studies</td>
<td>ESL Pathways</td>
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### Course History:

<table>
<thead>
<tr>
<th>Course History</th>
<th>Year of Study:</th>
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<tbody>
<tr>
<td>New Course</td>
<td>ESL Course</td>
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### Name of Replacing Course (if applicable):

- ESL Reading & Writing 7
- ESL Listening & Speaking 7

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

- ESL Reading & Writing 7
- ESL Listening & Speaking 7

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

n/a

### PLAR (Prior Learning Assessment & Recognition):

- No
- Yes (details below):

### Course Description:

ESL Experiential Learning 1 is the final requirement for students who have achieved ESL Reading & Writing 7 and ESL Listening & Speaking 7 to obtain the ESL Certificate 1. This course requires independent learning involving seminars and one-on-one consultations with an instructor. The focus of the ESL Experiential Learning 1 course is on language and communication skills development in real world experiences (e.g. employment in a field related to a learner's career; volunteer work; community-based service learning projects; or completion of an academic course, etc.). With ESL instructor support, students identify a real world goal, develop an action plan and reflect and document on their language learning achieved in the pursuit of the real world goal.
Instructional Strategies:

The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, coaching, one-on-one consultations, seminars.

Course Learning Outcomes:

At the end of ESL Experiential Learning 1 course, students will be able to use learning and communication strategies to bridge their English language goals with their real-world goals. Students will be able to:

1) Meet ESL Certificate 1 CLB Benchmarks 7 level requirements;
2) Create and use an Individualized Learning Plan (ILP) to carry out a project that addresses self-identified communication and language goals in order to meet real-world needs.
3) Apply the Experiential Learning Cycle to an individualized project in a specific authentic context
4) Identify, evaluate and use communication strategies and language to participate in a specific authentic context

Program Learning Outcomes:

ESL Pathways Certificate

The program learning outcomes are:

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.
**Components and Weighting of the Assessment/Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>33</td>
<td>Based on individualized learning plan developed with instructor</td>
</tr>
<tr>
<td>Other</td>
<td>33</td>
<td>Oral Presentation</td>
</tr>
<tr>
<td>Other</td>
<td>34</td>
<td>Written Reflective Narrative</td>
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</table>

Total 100

**Learning Environment/Type:**

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>48</td>
<td>Individualized, self-paced learning is required.</td>
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**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Experiential Learning 1 is structured around four real world activities, which are broken down into component tasks:

1) planning to reach a goal (tasks are goal-setting and creating an Individualized Learning Plan (ILP))
2) researching language and culture (tasks are doing ethnographic research and text analysis)
3) communicating in authentic contexts (tasks are cultural mapping, peer interviewing, and communicating about oneself)
4) using strategies for continuous learning (tasks are completing an experiential learning cycle, reflecting on and articulating learning, and creating future Individualized Learning Plans)

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

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

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