



# COURSE OUTLINE

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**Course Name:** ESL Reading & Writing 7

**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 0720
	<b>Number of Credits:</b>	4.0

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

CLB 6 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 7**

The focus of ESL Reading & Writing 7 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: using media to follow a current issue, using journals for reflective writing, applying for a position, using a professional portfolio, writing a report, reading and writing a brief case study, etc. By the end of this course, students will be able to meet the Reading and Writing outcomes at CLB 7 in the Canadian Language Benchmarks.

Note: The topics in this course are closely aligned with the topics in ESL Listening & Speaking 7.

**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 7

- 1) Analyze personal and public social messages for mood and purpose; identify details and implied meanings
- 2) Interpret sequence and implied meaning of instructions for tasks with up to 13 steps or 5-10 paragraphs
- 3) Identify layout and organization to find and use 3 or 4 pieces of information from formatted texts
- 4) Identify main idea, details, and implied meanings to locate information in business texts
- 5) Identify organization of text, interpret fact from opinion and comprehend descriptions and stories on familiar topics.
- 6) Interpret information in charts, diagrams, tables and graphs
- 7) Access, locate and integrate information from 3-4 on-line reference sources

#### Writing ESL Pathways 7

- 1) Compose at least 3 paragraphs for a personal message for a range of social purposes
- 2) Reduce oral information from audio material into notes.
- 3) Organize and construct a summary after reading up to about 2 pages of information.
- 4) Write business messages up to 3 paragraphs for several different purposes
- 5) Complete detailed forms with about 40 items and some short, written responses to questions.
- 6) Express ideas or descriptions in 2 or 3 connected paragraphs

### **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.

**Evaluation/Grading System** *(Click on drop down box arrows to see list of options)*

Grading System	Specify if 'Other':	Specify Passing Grade:
Satisfactory/Unsatisfactory		Where "S" = minimum CLB 7 in both Reading and Writing

**Components and Weighting of the Assessment/Evaluation Plan:** *(Click on drop down box arrows to see list of options)*

Type	Percentage	Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):
Portfolio	100	Range of assignments (20-25) with rubrics and tools to formatively and summatively evaluate learning.
<b>Total</b>	<b>100</b>	

**Learning Environment/Type** *(Select all that are used within the course)*

Instruction Type	Hours Per Instruction Type	Comments
J - Classroom/Online (Mixed Mode)	120	
<b>Enter Total Hours</b>	<b>120</b>	

**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.

**Course Topics and Sequence Covered:**

Target Activities:

- 1) Interacting Effectively (e-mail comprehension, take notes on a TED talk, read a graph and interpret information)
- 2) Journaling (sources of workplace stress, write a summary, write a journal entry on a stressful time of your life, read about seasonal affective disorder)
- 3) Applying for Positions (reading a NOC, compare websites on resume writing, complete a job application form, write a cover letter)
- 4) Designing Portfolios (write a compare/contrast essay, create a personal portfolio, write a letter to express thanks)
- 5) Writing Essays (take notes on a video, read a chart about gambling in Canada, write an essay about a community issue)
- 6) Writing Formal E-mails (research business e-mail do's and don'ts)
- 7) Engaging in Personal Interests (read about and summarize about sustainable happiness, read about how to make a You Tube account)
- 8) Planning Professional Development (read different e-mails about professional development, complete a college application form, write a letter of dissatisfaction)



## 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

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