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DHHE 0604: English Foundations 4

EFFECTIVE DATE

September 2021

DEPARTMENT

Deaf & Hard of Hearing

DESCRIPTION

English Foundations 4 focuses on effective communication in ASL and English in multiple contexts including personal, educational, and workplace contexts of basic complexity. Learners differentiate and produce a variety of genre types used in personal, educational, and workplace contexts. By the end of this course, learners will be able to meet the outcomes at CLB 4 in the "Profiles of Ability" columns of the competency outcomes and standards listed in the "Canadian Language Benchmarks for the Deaf."

CREDITS

15.0

YEAR OF STUDY

ESL Course

PREREQUISITES

DHHE 0630 English Foundations 3, or department placement interview indicating competency in CLB 3.

COREQUISITES

None

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Receptive ASL
 - o Understand short social exchanges containing introductions, casual conversation and leave-taking.
 - o Understand common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance.
 - o Understand short communication intended to influence or persuade others in familiar, everyday situations.
 - o Understand short descriptive or narrative communication on topics of personal relevance.
- Expressive ASL
 - o Use a range of courtesy formulas and casual routine phrases in one-on-one or small group interactions.

- o Participate in very short video phone calls.
- o Give a set of simple, common, routine instructions and directions to a familiar person.
- o Make and respond to a range of requests and offers (such as getting assistance, and asking for, offering, accepting or rejecting goods or services).
- o Ask for and give information about needs and feelings related to common everyday activities.
- o Give brief descriptions of personal experiences, situations or simple processes, such as getting goods or services.
- Receptive English
 - o Understand simple personal social messages (such as invitations, thanks, apologies, updates and arrangements) within predictable contexts of daily experience.
 - o Read short texts to establish relationships and share a dialogue in face-to-face communication with non-signers.
 - o Understand short, simple, clearly sequenced instructions and instructional texts for familiar everyday situations.
 - o Get information from simple formatted texts (such as forms, tables, charts, schedules and directories).
 - o Get basic information from short business or service texts (such as brochures, notices, form letters and flyers).
 - o Understand the purpose, main idea, key information and some details in short, simple texts related to familiar and personally relevant situations and topics.
 - o Access simple standard reference texts (such as dictionaries and encyclopedias).
 - o Understand simple closed captions in short television programs.
- Expressive English (Writing, typing, texting)
 - o Convey short, personal, informal social messages related to everyday situations (such as invitations, thanks, updates, cancellations and apologies).
 - o Convey short messages to establish relationships and share a dialogue in face-to-face communication with non-signers.
 - o Copy or record an expanded range of information from short texts for personal use.
 - o Complete simple forms that require basic personal information and familiar responses to simple questions.
 - o Write short simple business or service messages, sometimes in face-to-face communication with non-signers.
 - o Write a short paragraph to describe a familiar event, personal experience or future plan.
 - o Share information with non-signers in a face-to-face situation.

PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR)

None

HOURS

Lecture: 204

Lab: 51

INSTRUCTIONAL STRATEGIES

Modelling, coaching, focused reading, thematic instruction, journalling, stations, project-based learning. The course may be offered online or in a hybrid format (blend of face-to-face and online instruction).

GRADING SYSTEM

Satisfactory/Unsatisfactory

PASSING GRADE

70% (S)

EVALUATION PLAN

Type	Percentage	Assessment activity
Portfolio	100	A range of tasks including self- and peer-assessment, writing tasks, reflective journals, writing samples, checklists, learning stories, learning photographs, poster presentations, simulations, quizzes, demonstrations.

COURSE TOPICS

- Circles: Self, Family, Relationships
Employment in Canada
Banking, Shopping, & Commercial Services
Canada & the World
Education
Media & Communication

LEARNING RESOURCES

None

Notes:

- Course contents and descriptions, offerings and schedules are subject to change without notice.
- Students are required to follow all College policies including ones that govern their educational experience at VCC. Policies are available on the VCC website at:
<https://www.vcc.ca/about/governance--policies/policies/>.
- To find out how this course transfers, visit the BC Transfer Guide at <https://www.bctransferguide.ca>.

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