

COURSE IMPLEMENTATION DATE:	2005-01-01
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	2009-01-01
(Four years after implementation date)	(MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: ESL IB29	English as a Second Language	15
COURSE NAME/NUMBER	FORMER COURSE NUMBER ESL Intensive Beginner II	UCFV CREDITS
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

ESL IB29 is intended for students who have completed ESL IB19 or who have the equivalent competence in using English. This intensive course is designed to build on students' previous learning in using survival English. As much as possible the content focuses on the functions for which English is used in everyday life. The skill areas of listening and speaking are emphasized, but reading and writing play a supportive role. The emphasis is on comprehension and recognition. Successful completion of I29 will allow students to take the 30-level ESL courses.

PREREQUISITES: **ESL IB19 or equivalent, or placement by ESL assessment**
COREQUISITES: **None**

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: <u>n/a</u> (Course #)	<u>n/a</u> (Department/Program)
(b) Cannot take: <u>n/a</u> for further credit. (Course #)	<u>n/a</u> (Department/Program)

TOTAL HOURS PER TERM: 250	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: <u>n/a</u>
Lectures: _____ Hrs	HOURS PER DAY: <u>n/a</u>
Seminar: 250 Hrs	
Laboratory: _____ Hrs	
Field Experience: _____ Hrs	
Student Directed Learning: _____ Hrs	
Other (Specify): _____ Hrs	

MAXIMUM ENROLLMENT: _____	20
EXPECTED FREQUENCY OF COURSE OFFERINGS: _____	only as needed
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ D Neil Campbell	Chairperson: _____ Maria Bos-Chan (Curriculum Committee)
Department Head: _____ D Neil Campbell	Dean: _____ Karen Evans
PAC Approval in Principle Date: 05-02-25	PAC Final Approval Date: February 25, 2005

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

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

- listen and speak well enough to:
 - give and follow directions (spatial N/S/E/W)
 - offer and request assistance and advice
 - ask and give information
 - accept/give/refuse invitations
 - give/accept sympathy and congratulations
 - leave and take telephone messages
 - make and cancel appointments
 - ask/answer "wh" questions and direct detail questions after hearing a passage with familiar vocabulary
 - attempt communication, mainly responding to yes/no questions
 - understand/respond appropriately in a simple dialog
- cope with listening discrimination and pronunciation enough to:
 - distinguish/pronounce most long/short vowels, consonants/blends/digraphs, syllables in relation to orthography
 - begin appreciation of English stress and intonation
 - begin appreciation of English reductions
- read and write well enough to:
 - copy/read and memorize short dialogues
 - fill in blanks with words or phrases
 - fill out forms (deposit slips/cheques/registration forms)
 - write thank you notes, absence excuses
 - write short description with correct word order
 - use correct capitalization, punctuation (,/?!.)
 - write answers to short listening exercise
 - take short dictation - cloze type
 - read short passages containing familiar vocabulary
 - read Westcoast Reader single-check stories at 80% comprehension
- show competence in handling the following grammatical structures
 - simple/progressive present
 - simple/progressive past of BE, HAVE, regular verbs, common irregular verbs
 - future (will/going to)
 - perfect (present only)
 - adjectives: complement - The car is yellow. -with nouns - The yellow car is very expensive.
 - adverbs: really, very
 - too, either, enough
 - direct/indirect objects and object pronouns (intro)
 - definite and indefinite articles (intro)
 - prepositional phrases
 - modals (as formulae) would you. . . , could you. . . , have to. . . , must. . . .

METHODS:

- group and individual instruction by instructor
- group and individual listening, speaking, reading, and writing
- practice alone or with program assistant or volunteers

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

n/a

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

- Expressways I
- In Touch Bk I
- Jazz Chants (parts)
- Lifelines II, III
- Oxford Picture Dictionary of American English

Side by Side I
The Westcoast Reader (ESL Newspaper)
Words for Students of English - Vol. I

SUPPLIES / MATERIALS:

n/a

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Teacher observation and quizzes on material covered
Letter grades to be used

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

-in keeping with current language-learning theory, content will be determined primarily by student needs and may vary from one class to another. Up to 75% of content may be immediate-need based.

In addition, the following themes will be covered:

- emergencies: medical, police, fire, accident, insurance (house/car)
 - including description of emergency problem
- banking, opening an account, writing/cashing cheques
- telephone, wrong number, taking/leaving messages
 - appointments, doctor, dentist, school, driver test
 - inquiring for info/costs, food, clothes, admission
- physical descriptions of people, places, things
 - of family, home, situations, driving signs/rules
- library introduction