

COURSE IMPLEMENTATION DATE: _____
 COURSE REVISED IMPLEMENTATION DATE: September 2012
 COURSE TO BE REVIEWED: March 2018
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

ESL P55	Access and Open Studies/English as a Second Language	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	ESL Phonics/Spelling	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is intended for students who still find it difficult to understand the relationship between English spelling and sound systems. The course will survey the English sounds represented by a given spelling as well as all the possible spellings for a given sound. It will also familiarize students with how word and phrase stress, rhythm, intonation, and reductions in rapid speech cause differences between spoken and written English. Students will also learn how to use dictionary pronunciation keys.

PREREQUISITES: ESL WG44, RV48 (or R40 AND V43), and S46
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):	SERVICE COURSE TO: <i>(department/program)</i>
(a) Replaces: <u>n/a</u>	<u>n/a</u>
(b) Cross-listed with: _____	_____
(c) Cannot take: <u>n/a</u> for further credit.	_____

TOTAL HOURS PER TERM: <u>45</u>	TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:	Length of course: <u>N/A</u>
Lectures: <u>25</u> Hrs	Hours per day: <u>N/A</u>
Seminar: <u>10</u> Hrs	
Laboratory: <u>10</u> Hrs	OTHER:
Field experience: _____ Hrs	Maximum enrolment: <u>20</u>
Student directed learning: _____ Hrs	Expected frequency of course offerings: <u>Twice a year</u>
Other (specify): _____ Hrs	<i>(every semester, annually, every other year, etc.)</i>

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
 WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
 TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Neil Campbell</u>	Date approved: <u>30/11/11</u>
Department Head: <u>Maria Bos-Chan</u>	Date of meeting: <u>16/12/11</u>
Supporting area consultation (Pre-UEC)	Date approved: <u>17/02/12</u>
Curriculum Committee chair: <u>Vicki Grieve</u>	Date approved: <u>17/02/12</u>
Dean/Associate VP: <u>Sue Brigden</u>	Date of meeting: <u>02/03/12</u>
Undergraduate Education Committee (UEC) approval	

LEARNING OUTCOMES:

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

- demonstrate in their writing an understanding of the relationship between English spelling and sounds
- use the pronunciation keys in English dictionaries
- demonstrate in their writing an understanding of the differences between spoken and written English due speech reductions caused by word and phrase stress and by English rhythm and intonation patterns

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

As appropriate, there will be discussions or lectures, exercises, and activities

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s): As the course is essentially remedial, students will, in part be evaluated on how well there are able to improve their use of English spelling patterns from the time they begin the course until the time it is completed.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Syllable Stress and Unstress

P55 course pack

Canadian English dictionary with pronunciation sound keys

SUPPLIES / MATERIALS:**STUDENT EVALUATION:**

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

40% quizzes

30% mid-term test

30% final test

COURSE CONTENT:

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

- Sounds of final morphemes /-s -es/, /-ed/
- Regular English consonants: initial, medial, final, silent; blends and digraphs
- Sounds (possibilities) of: /ch/, /th/, /x/, /s/, /g/, /c/
- Long/short vowel sounds and spellings, diphthongs, vowels plus [r]
- Irregular sounds, spellings
- Spelling adjustments for final morphemes
- Syllabification,
- Word stress, phrase stress, rhythm, intonation, reductions in rapid speech
- Irregular plurals
- Pronunciation (production/correction) of [th], [b/v/w], [l/r], [p/f], and others as needed
- Dictionary skills for pronunciation