

COURSE IMPLEMENTATION DATE: May 2010
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: January 2016
(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

TEFL 150	Continuing Studies	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
TEFL Special Topics I		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

The focus of this course will be student led and largely determined by the cohort in the term in which the course is offered. Topics for consideration may include one of the following: assessment in TEFL; cross-cultural issues; issues with online delivery of language courses; teaching English to children; teaching English to teens; or teaching overseas.

PREREQUISITES: TEFL 110 and TEFL 120
 COREQUISITES: None
 PRE or COREQUISITES: None

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 15

STRUCTURE OF HOURS:

Lectures: 8 Hrs
 Seminar: _____ Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: 7 Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 30
 Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

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>Maria Bos-Chan</u>	Date approved: <u>December 2010</u>
Department Head: <u>Maria Bos-Chan</u>	Date of meeting: <u>December 10, 2010</u>
Supporting area consultation (Pre-UPAC)	Date approved: <u>December 2010</u>
Curriculum Committee chair: <u>Cheryl Isaac</u>	Date approved: <u>December 2010</u>
Dean/Associate VP: <u>Karen Evans</u>	Date of meeting: <u>January 28, 2011</u>
Undergraduate Program Advisory Committee (UPAC) approval	

LEARNING OUTCOMES:

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

- Demonstrate knowledge of the course content.
- Relate and synthesize course content information to and with information received in TEFL 110 and TEFL 120 in a way that demonstrates familiarity with and an understanding of the pedagogical considerations underlying the topic concerned.

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

Lectures, presentations, practice teaching, reviews, research tasks, observations of English language teaching.

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): This course is part of a short, integrated, cohort-led, intensive program to be completed in a single term.

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. An example for this course might be:]*

Although the instructor may choose to use a text for this course, given the short duration of the course and the fact that it is part of an integrated, intensive program, it is more likely that the instructor will select historical and current articles from scholarly journals in the field such as TESL Canada, the TESOL Quarterly, the Tesol Journal, and the English Language Teaching Journal which could be included in course packs.

SUPPLIES / MATERIALS:

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

- 20% quizzes
- 30% reflective papers (2-3 pages)
- 20% lesson plans
- 30% demonstration assignment

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

- Class 1-2: Historical overview of the topic
- Class 2-5: Current practices
- Class 6-8: Trends and issues
- Class 9-10: Use of materials and tools