

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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| <b>TEFL 160</b>          | Continuing Studies | 1           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| TEFL Special Topics II   |                    |             |
| 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. (The topic decided on for this course will not repeat the information presented in TEFL 150.)

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): **Maria Bos-Chan**

Department Head: **Maria Bos-Chan**

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair: **Cheryl Isaac**

Dean/Associate VP: **Sue Brigden**

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: **December 2010**

Date of meeting: **December 10, 2010**

Date approved: **December 2010**

Date approved: **December 2010**

Date of meeting: **January 28, 2011**

**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