

## ***ESL Services***

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**COURSE NUMBER:**

**COURSE TITLE:** VSELP VInt

**COURSE DESCRIPTION:**

This course is designed to enhance the listening, speaking, reading and writing skills of VInt (CEFR B2) students of English. Through an integrated approach, the four skills will be taught using general English and academic topics. Emphasis will also be placed on the development of pronunciation, vocabulary, grammar and fluency.

**PREREQUISITES:** An appropriate level of English proficiency attained on the ESL Services placement test

**CREDIT VALUE:** Non-credit

**COURSE HOURS PER WEEK:** 15 hours

**LEARNING RESOURCES:**

TBA

**COURSE AIMS:**

1. To improve students' English language skills in listening, speaking, reading and writing.
2. To develop student success strategies, including communicative, note-taking and compensatory strategies.

## **LEARNING OBJECTIVES:**

For the purpose of this document, the skills have been separated; however, they will be taught in an integrated manner.

### **1.0 Listening**

At the end of this course, learners will be able to...

- 1.1 Distinguish main ideas from supporting details in a listening, as well as various relationships, such as cause/effect, compare/contrast etc.
- 1.2 Employ pre-listening strategies and background knowledge to predict content in a listening.
- 1.3 Express a speaker's attitude using intonation patterns, as well as distinguish facts and opinions.
- 1.4 Make inferences from a listening.
- 1.5 Understand commonly used intonation patterns for questions and statements, and differentiate between stressed and unstressed elements, such as vowels and syllables, in word identification.

### **2.0 Speaking**

At the end of this course, learners will be able to...

- 2.1 Function well at a "conversational" level in the community, for example in the home, at the store, at the bank, on public transportation etc., as well as participate in a group discussion to analyze an author's points.
- 2.2 Express problems, needs, feelings and opinions and prepare individual and small group presentations.
- 2.3 Develop extended reasons with support around personal beliefs in rehearsed and improvised speaking situations.

- 2.4 Produce conversational connected speech in English with pronunciation that is intelligible, as well as use intonation patterns to indicate attitudes and purposes according to observable conventions.
- 2.5 Use compensatory strategies such as clarification requests and circumlocution to aid communication, as well as strategies of avoidance to keep certain information out of a conversation.

### **3.0 Reading**

At the end of this course, learners will be able to...

- 3.1 Use pre-reading strategies and prior knowledge to predict content.
- 3.2 Read for understanding of main ideas and details.
- 3.3 Skim and scan for overall meaning and specific information.
- 3.4 Infer through deductive reasoning information not directly expressed in a written text.
- 3.5 Respond personally to readings.

### **4.0 Writing**

At the end of this course, learners will be able to...

- 4.1 Brainstorm and outline a plan before writing.
- 4.2 Express main ideas and supporting sentences in a logical and coherent fashion.
- 4.3 Compose various text types, including description, opinion, and summary/response.
- 4.4 Write suitable topic, supporting and concluding sentences, maintaining focus and thematic unity in a paragraph.
- 4.5 Offer feedback in peer review activities by following a checklist of criteria, and revise, edit and rewrite a text based on feedback from peers and the instructor.

**Evaluation:**

Listening & Speaking Assignment	15%
Reading & Writing Assignment	15%
Project	15%
Oral Response	15%
Written Response	15%
Class Participation	15%
Activities Participation	10%

**ACADEMIC INTEGRITY**

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study.