

OCT 22 2004

**BCIT COMMUNICATION DEPARTMENT**

**COURSE NAME: TECHNICAL ENGLISH FOR ENGLISH  
AS AN ADDITIONAL LANGUAGE STUDENTS (EAL)**

**COURSE NUMBER: COMM 0005**

**INSTRUCTOR: Mary-Rose De Atley**

**British Columbia Institute of Technology**

**BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY**

<b>COURSE NAME</b>	Technical English for English as an Additional Language Students		
<b>COURSE NUMBER</b>	Comm 0005	<b>DATE</b>	Jan 14 - March 25, 1997
<b>TAUGHT TO</b>	Pre-entry		
<b>DEPARTMENT</b>	Communication		
<b>TERM</b>	Winter 1997	<b>HRS/WK</b>	8
		<b>CREDITS</b>	N/A
<b>NO. OF WEEKS</b>	11	<b>TOTAL HOURS</b>	88

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<b>INSTRUCTOR</b>	Mary-Rose De Atley	<b>OFFICE</b>	SW3 4705
<b>OFFICE HOURS</b>	by appointment	<b>PHONE</b>	451-7044

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**PREREQUISITES**

Students in COMM 0005 must be at an advanced level of English. In the first class of this 88-hour course, you are given a placement test to determine eligibility.

**COURSE SUMMARY**

COMM 0005 consists of 22 four-hour classes. This course is designed to prepare students whose first language is not English for study at BCIT. The course focuses on developing writing, reading, speaking, and listening skills required for BCIT full-time programs. Sentence and paragraph development, reading comprehension, speaking, study and grammatical skills are emphasized. Learn how to revise your work and practice proofreading for major errors in sentence structure, grammar and vocabulary. You will be given principles and guidelines in each class, and then apply the principles in individual or group exercises.

Successful completion of this course will prepare you for technology and career programs.

**NOTE:**

A grade of 65% in this course equals a "P" in English 12. A grade of 70% equals a "C" in English 12. A grade of 75% or better meets the prerequisites for technologies ( a "C+" in English 12). Check with Admissions for more information about prerequisites.

### **EVALUATION**

Writing Assignments	50
Oral Presentation	5
Exercises & Quizzes	15
Midterm	10
Final	20

### **PROFESSIONALISM AND PARTICIPATION**

BCIT prides itself on the professionalism of its students, who are welcome in any workplace because of their proven ability to show up and do the job in a way that earns the respect of their co-workers and supervisors.

To meet workplace standards, you'll have to

- Submit all assignments on time, or obtain an extension before the deadline.
- Attend all classes, or explain the absence the same way you would have to excuse yourself for not being able to come in to work.
- Treat each other and your instructor with courtesy and consideration.
- Contribute to the success of your course by participating actively in every class.

### **REQUIRED MATERIALS**

- 3-ring binder and lined paper;
- pen (black or blue ink only)

### **REQUIRED TEXTS**

Effective Writing. Course Manual, Communication Department, BCIT.

An English-to-English dictionary.

### ASSIGNMENT POLICY

1. You will complete a minimum of 11 marked writing assignments in this course, in addition to other unmarked writing exercises and reading exercises.
2. You must complete all assignments to be eligible to pass this course. You will have two types of assignments: in-class or take-home. The in-class assignments must be completed and handed in during the class in which they are given. The take-home assignments must be submitted at the beginning of the next class.
3. Assignments may be handwritten in black or blue ink or wordprocessed.
4. If you miss an in-class assignment, it is your responsibility to arrange with the instructor to write it at another time under the instructor's supervision. If you fail to do so, you will receive a grade of zero for the assignment.
5. Unless you have obtained an extension, you will be assessed a late penalty of 10% per day for late assignments. Assignments submitted three working days after the due date will receive comments but no grade.

### TEACHING METHODS

We will be using teaching methods which have proven most effective for teaching students at BCIT:

1. **Teamwork.** Just as in all courses at BCIT, you will be working in small groups. This will allow you to develop the interpersonal skills you need to succeed at BCIT and in the workplace. You will also learn more in groups as you teach and support each other.
2. **Peer-editing.** You'll work with one or two partners to locate, discuss, and correct errors in each other's work.
3. **Explaining in your own words.** You'll be reading from textbooks, case studies, and handouts and then putting the ideas into your own words. You will know you have gained knowledge and language skills when you are able to explain the ideas clearly to your team members and to your instructors.
4. **Key visuals.** You will learn how to express ideas in graphics (primarily tables and classification trees). These graphics, which we call "key visuals," will help you to understand ideas and present them more clearly to others.

## COURSE OBJECTIVES

### Writing Skills

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

1. write sentences that are clear, concise, and grammatically correct
2. identify and correct spelling errors
3. organize paragraphs effectively
4. organize and develop your ideas effectively in written assignments
5. write routine letters and memos
6. edit and proofread written assignments.

### Reading and Learning Skills

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

1. read textbooks, handouts, and articles with greater comprehension and retention
2. identify main ideas and important details in reading assignments and lectures
3. effectively use library facilities for research and study
4. take effective notes from written course materials
5. prepare successfully for exams
6. work effectively with others in group projects
7. use an English-to-English dictionary.

### Listening and Speaking Skills

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

1. plan, organize, and deliver an effective oral presentation
2. improve the grammatical correctness of your speech.

## **BCIT POLICIES**

As a BCIT student, you should familiarize yourself with the following BCIT policies and procedures used in applying these policies:

Conduct and Attendance Policy: BCIT is committed to creating and maintaining an environment that is conducive to learning. To achieve this, students are expected to conduct themselves appropriately at all times, respecting other people's rights, property, environment, health and safety, and are held responsible for their own and collective actions. See page 2 of the **1997-98 Full-time Calendar** for more information about this policy.

Harassment and Discrimination Policy: BCIT and its management, together with the unions and the Student Association, are committed to providing an environment where the individual differences of all students and employees are valued and respected. – an environment free from harassment and discrimination. See page 2 of the **1997-98 Full-time Calendar** for more information about this policy.

This is not a complete list of all BCIT policies relating to students. Other policies, including *Reassessment and Appeal Policy* and *Freedom of Information Policy* are outlined in the **1997-98 Full-time Calendar**.

## **Additional Information on Learning Groups**

As a member of a learning group, you will have four major responsibilities:

1. Help, support and encourage other groups members to learn the course material. Provide feedback to the instructor on how well the members of the group are succeeding and on any problems they may have.
2. Make sure all the members get the work done on time and hand in all their assignments for marking. If members of your group arrive late or have to leave early, fill them in on what they missed.
3. Help members prepare for quizzes and exams. Discuss assignments, review work and study together.
4. Help students in other groups when their group finishes an exercise ahead of another group.

To help you develop your problem-solving abilities, you will be expected to discuss any questions you have about course assignments with your group before resorting to asking the instructor a question.

All members are expected to contribute actively to the group, to maintain effective working relationships with each other, and to complete assignments.

You will also be required to do in-class writing assignments on your own, and your instructor will clearly tell you which work you are to complete individually, without advice from other students.

The letters EW stand for Effective Writing

COURSE SCHEDULE, WINTER 1997 COMM 0005	
Class 1 Jan '9	Diagnostic Testing: Grammar & Writing Skills
Class 2 Jan 14	<ul style="list-style-type: none"> <li>• <b>Introduction to the course, classmates, &amp; instructor</b></li> <li>• <b>Purchasing texts</b></li> </ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>• Writing a letter</li> <li>• Identifying subjects and verbs</li> </ul> <p><b>STUDY SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Surveying your textbooks</li> <li>• Working in groups</li> </ul>
Class 3,4,5 Jan 16,21, & 23  grammar quiz 1	<p><b>MECHANICS:</b></p> <ul style="list-style-type: none"> <li>• Apostrophes</li> </ul> <p><b>WORD USE:</b></p> <ul style="list-style-type: none"> <li>• Spelling Improvement</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• The planning &amp; writing process - Unit 1: EW</li> <li>• Identifying subjects and verbs</li> <li>• Tense agreement</li> <li>• Verb tenses</li> <li>• Subject-Verb agreement</li> </ul> <p><b>STUDY SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Working in groups</li> </ul> <p><b>ORAL SKILLS:</b></p> <p>Planning a group oral presentation.</p> <p>Assignment 1: writing subject lines</p> <p>Assignment 2: writing a plan and a letter of request</p>
Class 6,7 Jan 28,30  grammar quiz 2	<p><b>MECHANICS:</b> Commas</p> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>• Fragments &amp; run-ons</li> <li>• Verb Tenses and Passive Voice</li> <li>• Sentence focus - Unit 2: EW</li> <li>• Achieving emphasis - Unit 2: EW</li> </ul> <p><b>ORAL SKILLS</b></p> <p>Presenting in a group</p> <p>Preparing and offering feedback</p> <p>Assignment 3: writing about group presentations</p>

**COURSE SCHEDULE, WINTER 1997**  
**COMM 0005**

<p>Class 8,9,10,11 Feb 2, 6, 11, 13</p> <p>grammar quiz 2 grammar quiz 3</p>	<p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>• Sentence patterns</li> <li>• Sentence combining - Unit 2: EW</li> <li>• Using articles - handouts</li> </ul> <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>• Finding main ideas &amp; supporting details - handouts</li> </ul> <p>Assignment 4: writing a memo Assignment 5: sentence combining and using active voice.</p>
<p>Class 12 Feb 18</p>	<p style="text-align: center;"><b>MIDTERM EXAM ( 2 HOURS )</b></p>
<p>Class 13,14 Feb 20,25</p>	<p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>• Sentence combining (cont'd)</li> <li>• Words - Unit 3: EW</li> <li>• Pronouns</li> </ul> <p><b>SPEAKING SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Planning your oral presentation</li> </ul> <p><b>READING SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Skimming &amp; Scanning</li> </ul> <p>Assignment 6: writing a letter using 'hard' information</p>
<p>Class 15, 16 Mar 2, 4</p> <p>grammar quiz 4</p>	<p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>• Improving reader access - Unit 5: EW</li> <li>• Misplaced &amp; dangling modifiers</li> <li>• Parallel structure</li> </ul> <p><b>STUDY • SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Taking notes (handouts and video)</li> </ul> <p><b>SPEAKING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Impromptu oral presentations</li> </ul> <p>Assignment 7: writing an oral presentation memo</p>



COURSE SCHEDULE, WINTER 1997 COMM 0005	
Class 17, 18 Mar 9.11  grammar quiz 4	<b>WRITING:</b> •     Patterns of paragraph development - Unit 4: EW •     Improving reader access (continued)  <b>MECHANICS:</b> •     Capital letters  <b>READING:</b> •     Reading from graphics - handouts <b>ORAL PRESENTATIONS, DAY 1</b> Assignment 8: writing a memo using lists
Class 19 Mar 16	<b>WRITING:</b> •     Organizing and writing effective paragraphs- Unit 4: EW  <b>WORD USE:</b> •     Using a dictionary <b>ORAL PRESENTATIONS, DAY 2</b> Assignment 9: writing a letter using headings and lists
Class 20 Mar 18	<b>WRITING:</b> •     Writing paragraphs (continued) •     Adjectives & adverbs <b>ORAL PRESENTATIONS, DAY 3</b>  Assignment 10: writing main idea sentences
Class 21 Mar 23  Grammar quiz 5	<b>WRITING:</b> Editing and proofreading exercises Preparing for and writing exams <b>ORAL PRESENTATIONS, DAY 4</b>  Assignment 11: writing paragraphs
Class 22 Mar 25	<b>FINAL EXAM</b>

In addition to the above topics, other activities will be carried out in class, including:

- using articles
- prepositions
- self-sustained silent writing of paragraphs, memos, and letters
- spelling exercises
- vocabulary building exercises
- skimming & scanning
- reading comprehension exercises
- editing & proofreading exercises.