



## **International Education & Services**

### **COURSE OUTLINE**

**EFL-500-5**

**English as a Foreign Language**

**Low Advanced Level (Passages 2 Part 1)**

**Revised 2013**

**Prepared By:** Robert M Henry

**Approved By:**

**Pre-Requisite:** A score of 11 on the Interchange  
Placement Test or completion of  
EFL 450-3

**Co-Requisite:** none

<p><b>Note:</b> One copy of this outline is provided to each registrant in the course. It should be kept secure and retained for possible future use. A charge will be levied for a replacement copy.</p>
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## **1. Course Description**

This course is designed as an introductory English as a Foreign Language course to address students' linguistic needs and to increase their chances of academic success in the academic program of their choice. It is aimed at providing students with the language skill necessary to succeed at a college level.

## **2. Rationale**

This course provides students with the learning activities in Communicative English. It introduces them to basic skills with which they can communicate with other English language speakers.

## **3. Prior Learning Assessment**

If this course is eligible for Prior Learning Assessment, the candidate should approach the EFL Co-ordinator for further information.

This course is eligible for Prior Learning Assessment:

☐ Yes

☒ No

## **4. Learning Outcomes**

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

1. Describe, express opinions and write paragraphs
2. Describe and express your opinions.
3. Organize events and paragraphs chronologically.
4. Report, compare and organize categories.
5. Analyze, explain and write book reports.
6. Describe, compare, contrast and write classification essays.

## **5. Primary Resources**

Richards, Jack Hull, Sandy, Chuch. (2008) Passages: Second Edition, Cambridge University Press/Foreign Language Teaching and Research Press. Student's Book 2.

Richards, Jack Hull, Sandy, Chuck. (2008) Passages: Second Edition, Cambridge University Press/Foreign Language Teaching and Research Press. Student's Work Book 2.

## **6. Supplemental Resources**

Phillips, Deborah. (2001) Longman Complete Course for the TOEFL Test. Addison Wesley Longman, Inc.

Maurer, Jay. (2000) Focus on Grammar: An Advanced Course for Reference and Practice. Addison Wesley Longman, Inc. (Student Book)

Kochs, Rachel S and Folse, Keith S., (2000) Focus on Grammar: An Advanced Course for Reference and Practice. Addison Wesley Longman, Inc. (Workbook)

## **7. Special Equipment or Supplies**

Tape recorder, CD Player, Language Lab

## **8. Methodology (Teaching/Learning Methods)**

This course will consist of assigned listening and reading experiences under the supervision of the teacher. There will be ample opportunity for in-class language production, mostly oral but also some written. Students are encouraged to re-inforce their lessons with suggested passages for self-study between classes and to use the audio-visual and computer guided materials available..

## **9. Special Requirements**

None

## **10. Student Evaluation**

This course is graded either Pass or Fail. Students must achieve an 80% in order to pass this course and proceed to the next course. The final grade in this course will be based on your ability shown in class, class participation, quizzes and a final exam. Test material will be drawn from the textbook.

The weighting of marks shall be as follows:

Unit Tests	40%
Writing Assignments	30%
Lab Work	20%
Participation & Discretionary	10%
Total	100%

Round off mathematical principle will be used. Percentages are converted to letter grades as follows:

<b>Mark</b>	<b>Grade</b>	<b>Grade Point</b>
80 - 100 %	Pass	
0 - 79%	Fail	

## **11. Unit Objectives**

Upon successful completion of this unit, the student will be able to:

### **1. Description, Expressing Opinion, Paragraph Writing**

- 1.1 Define and describe friendship
- 1.2 Express opinions and state preferences
- 1.3 Describe incidents and events
- 1.4 Talk about rules
- 1.5 Develop and write a paragraph supporting a thesis statement

## **Unit 2**

Upon successful completion of this unit, the student will be able to:

### **2. Describing and Expressing Opinion**

- 2.1 Discuss approaches to fashion
- 2.2 Describe style and trends

- 2.3 Express opinions about clothing
- 2.4 Talk about first impressions
- 2.5 Describe appearances

### **Unit 3**

Upon successful completion of this unit, the student will be able to:

#### **3. Organizing Events and Paragraphs Chronologically**

- 3.1 Talk about people who have made an impact
- 3.2 Describe characteristics
- 3.3 Organize events chronologically
- 3.4 Organize paragraphs in chronological order

### **Unit 4**

Upon successful completion of this unit, the student will be able to:

#### **4. Reporting, Comparing, Categorizing**

- 4.1 Report events
- 4.2 Talk about personal beliefs
- 4.3 Compare beliefs
- 4.4 Categorize attitudes

### **Unit 5**

Upon successful completion of this unit, the student will be able to:

#### **5. Analyzing, Explaining, Writing Book Report**

- 5.1 Analyze information
- 5.2 Discuss conflicting opinions
- 5.3 Offer explanations
- 5.4 Write a book report

### **Unit 6**

Upon successful completion of this unit, the student will be able to:

#### **6. Describing, Comparing, Contrasting, Writing Classification Essay**

- 6.1 Describe works of art
- 6.2 Compare and contrast

- 6.3 Describe styles of art
- 6.4 Describe artists and comment on their style
- 6.5 Comment on facts
- 6.6 Write a classification essay.