

ESLD08 COURSE OUTLINE

COURSE NAME	Study Skills in English	LEVEL	5
COURSE CODE	ESLE	CREDIT VALUE	1
TEACHER	B. Mah	DEPARTMENT	ESL
PREREQUISITE	ESLD		

Course Description:	<p>This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.</p>
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Overall Expectations:	<p>LISTENING/SPEAKING: 1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes 2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes 3. use correctly the language structures appropriate for this level to communicate orally in English.</p> <p>READING: 1. read and demonstrate understanding of a variety of texts for different purposes; 2. use a variety of reading strategies throughout the reading process to extract meaning from texts; 3. use a variety of strategies to build vocabulary; 4. locate and extract relevant information from written and graphic texts for a variety of purposes.</p> <p>WRITING: 1. write in a variety of forms for different purposes and audiences; 2. organize ideas coherently in writing; 3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation; 4. use the stages of the writing process.</p> <p>SOCIO-CULTURAL/MEDIA: 1. use English and non-verbal communication strategies appropriately in a variety of social contexts; 2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society; 3. demonstrate knowledge of and adaptation to the Ontario education system; 4. demonstrate an understanding of, interpret, and create a variety of media texts.</p>
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COMMUNICATION

Please direct all questions or concerns regarding student progress or program of study to the classroom teacher. Email: bo.mah@tdsb.on.ca

EVALUATION OF STUDENT ACHIEVEMENT:

Teaching & Learning Strategies:

- This ESL course provides a content-based, thematic approach to language instruction. Students are supported to learn vocabulary from a range of subject areas while developing academic and language skills. The teaching of grammatical structures is integrated with context rather than taught or practiced in isolation.
- A wide variety of teaching and learning strategies are used to sustain student interest and maximize learning. A few learning strategies that are used in the synchronous and asynchronous learning environment include: reading and listening for general idea, risk-taking, vocabulary development and process writing. Teaching and learning strategies address all types of learners with a balance of independent, collaborative, student-centered and teacher-directed activities. Teaching strategies include but are not limited to; Socratic style, group facilitation, discussion groups and conferencing. Peer and self-evaluation are encouraged to develop reflective and conscientious learning. Activities are relevant and motivating and allow for student creativity. Learning strategies include but are not limited to brainstorming, think-pair-share, using graphic organizers, independent work, word banks, reading logs, participation in class discussions, and reading analysis.
- It is important to remember that making errors is a normal and useful part of the language learning process, allowing students to make and test hypotheses about the English language and to apply knowledge and strategies from their first language and prior experiences.

Assessment, Evaluation and Reporting Strategies of Student Performance:

- Assessment and evaluation follows the Ministry of Education's *Growing Success* document, and is practiced in the best interests of students. For a full explanation, please refer to [Growing Success](#).
- Learning Skills:
Independent Work, Team work, Organization, Work Habits and Initiative will be observed and assessed on an ongoing basis.

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on final evaluations administered at the end of the course. The final assessment may be a final exam, a final project, or a combination of both an exam and a project.

EVALUATION OF STUDENT ACHIEVEMENT:

Evaluation of student achievement is based on the following categories:

Categories	Percentage
• Reading	20
• Writing	20
• Listening & Speaking	15
• Social/Cultural/Media	15

UNITS OF STUDY & EVALUATION TASKS

70% Course Work

Unit 1: The Self

Description	Evaluation	Week(s)
Students will read and understand a number of fictional works through the review of rhetorical devices, elements of fiction and reading strategies. They will respond to such pieces in arguments, class discussions, Q&A and well as through written opinion pieces. A review of paragraph writing is key as is the continuation of language study (grammar, vocab, sentence structure, parts of speech, etc).	Individual Presentations Reading Responses Reading & Writing Tasks Language exercises	3

Unit 2: The World of Information

Description	Evaluation	Week(s)
Students will expand their knowledge, vocabulary and academic skills (reading, writing, speaking, listening, researching, critical thinking) as they explore facts and ideas presented in various graphics, videos and essays. Students will practice writing informational paragraphs. Practice with such structures will also be explored through presentations, Informational graphic text creation, reporting and summarizing on researched topics.	Reading & Writing tasks Graphic creation Reading Responses Individual & Group Presentations News article writing Language exercises	3.5

Unit 3 The Art of Persuasion

Description	Evaluation	Week(s)
Students will blend their knowledge of opinion and fact writing by learning how to formulate evidence and proofs for opinions based on research and literary works into formal essays. Students will learn to speak and write persuasively and read examples of essays from peers and professionals. An emphasis will be placed on brainstorming, planning, draft writing, peer editing and proper documentation.	Debates Presentations Reading & Writing Tasks Reading Responses Essay Ad Language exercises	3.5

Unit 4 Novel Study

Description	Evaluation	Week(s)
In this unit, students consolidate and demonstrate their skills through the reading of a contemporary novel. They continue to expand their vocabulary and apply their knowledge of story elements, point of view, and character.	Presentations Reading & Writing Tasks Reading Responses Test/Quiz	3.5

Final 30 % Unit 5 Summative:

Culminating (Project/Presentation – 20%)		1 – 2 weeks
Exam – 10%		