

COURSE IMPLEMENTATION DATE: _____
 COURSE REVISED IMPLEMENTATION DATE: September 2012
 COURSE TO BE REVIEWED: March 2018
(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

ESL MU47	Access and Open Studies/English as a Second Language	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	ESL Through Music	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course focuses on using music to develop English language vocabulary, speaking, listening, and pronunciation skills. Students will be introduced to a wide variety of music-related activities and strategies to improve their ability to communicate orally in English.

PREREQUISITES: **None**
 COREQUISITES: **None**
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: N/A
- (b) Cross-listed with: _____
- (c) Cannot take: N/A for further credit.

SERVICE COURSE TO: *(department/program)*
N/A

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>20</u>	Hrs
Seminar:	<u>25</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: N/A
 Hours per day: N/A

OTHER:

Maximum enrolment: 20
 Expected frequency of course offerings: Once per calendar year
(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): <u>Celeste-tine Hernandez</u>	Date approved: <u>30/11/11</u>
Department Head: <u>Maria-Bos-Chan</u>	Date of meeting: <u>16/12/11</u>
Supporting area consultation (UEC)	Date approved: <u>17/02/12</u>
Curriculum Committee chair: _____	Date approved: <u>17/02/12</u>
Dean/Associate VP: <u>Sue Brigden</u>	Date of meeting: <u>02/03/12</u>
Undergraduate Education Committee (UEC) approval	

LEARNING OUTCOMES:

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

- use songs and music as enhancers, reinforcers, or as centerpieces for communication
- demonstrate an increased vocabulary through comprehension and production of songs
- demonstrate increased listening comprehension skills through song comprehension strategies
- demonstrate improved English language supra segmental patterning in oral communication

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

- Listening to and discussing a variety of music and musical styles (with and without lyrics)
- Cloze exercises
- Singing for pronunciation practice and supra segmental patterning
- Movement to music and other TPR (Total Physical Response) related teaching strategies

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): assessment will include measurements of improvement in individual speaking, comprehension, and vocabulary proficiencies

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

- The ESL Songbook*, by Eleanor Adamowski
- Tune in to English* by Uwe King
- Music and Song* by Tim Murphey

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Cloze exercises	20%
Quizzes	20%
Final Exam	20%
Participation	40%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- I. Grammatical Structure of Titles and Lyrics
- II. Use of Rhyme and Rhythm
- III. Phrasing, Stress, and Intonation
- IV. Musical Instrumentation
- V. Traditional vs Contemporary Music
- VI. Music Critique: Content, Structure and Style