



2016-2017

ENGLISH AS A SECOND LANGUAGE



GLENDON



WWW.GLENDON.YORKU.CA
2275 BAYVIEW AVE, TORONTO, ONTARIO M4N 3M6

Glendon's English as a Second Language program is committed to the pursuit of excellence in teaching and research within a bilingual small-size university with a strong sense of community.

ENGLISH AS A SECOND LANGUAGE PROGRAM

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ABOUT OUR PROGRAM

The overall objective of the ESL program is to prepare non-native speakers of English for successful participation in the bilingual liberal arts academic program of study at Glendon. The ESL program seeks to maximize the opportunities for students to integrate successfully into English medium subject courses. Many of the courses stress the English language skills necessary for study at the university level. In addition, the courses provide students with insights into the culture, media, and literature of English-speaking Canadians.

The program offers credit courses at two levels of language competence. All students who are not native speakers of English take an English language proficiency test. On the basis of the test, students are placed at one of the two levels or are exempted from any further English as a Second Language courses. All students who are not exempted are expected to take the recommended ENSL courses in their first year of studies at Glendon. If this is not possible, he/she should consult with the ESL Program Director by making an appointment through the English Department (416-487-6713).

All returning ESL students should see an ESL advisor or the Director of the program before choosing their courses for the new academic year. The ESL advisor provides students with information about ESL course offerings as well as gives advice on which kinds of English-medium courses a student should be capable of taking in other disciplines. Students normally take ESL courses at the level at which they score on the proficiency test. However, some students each year are encouraged to take, in addition, a limited number of courses at the next highest level, usually in the second semester.

NOTES:

BILINGUAL REQUIREMENT:

All ESL courses at the 2000 and 3000 levels satisfy the English component of the bilingual requirement (i.e., at least six credits at the 2000 level or above).

STUDENTS WHO INTEND TO MAJOR IN ENGLISH:

No more than the equivalent of one ENSL course (6 credits) may be counted towards the English major. Only 3000-level ENSL courses may count towards the English major.

Please consult the English Department for further information.

OUR PROFESSORS

FRASER, CAROL

EdD (OISE/University of Toronto), MA TESL (Montreal), MEd, Reading (MCGILL), Senior Scholar. Professor Fraser teaches courses in the ESL, Linguistics, and Masters in Linguistics and Applied Linguistics Programmes. Area of particular interest is the development of advanced reading and writing abilities in ESL students.

MARTIN, IAN

BA, MA (University of Toronto). Associate Professor of English. Coordinator of York Certificate programme in the Discipline of Teaching English as an International Language (Cert D-TEIL). Courses most frequently taught: ESL (all levels), Teaching English as an International Language, Studies in Canadian English, and English as a World Language. Major publications: *An Invitation to Explore ESP* (RELC Press, Singapore, 1992); *Aajjiqatigiingniq Vols 1-3* (Department of Education, Nunavut, 2000). Research interests: international English, intercultural aspects of language learning, motivation, language teacher development, language ecology, indigenous language

MORGAN, BRIAN

BA (York University), MA, PhD (OISE/University of Toronto). Associate Professor. His research interests include language and identity, language teacher education, and critical (multi) literacies, particularly in relation to EAP, ESL and EFL issues and settings. He is a co-editor (with Alastair Pennycook and Ryuko Kubota) of the *Critical Language and Literacy* book series published by Multilingual Matters. His first book, *The ESL Classroom* (1998), is published by University of Toronto Press.

COURSE LISTING

LEVEL I

Glendon currently does not offer ESL courses at level I, a beginner's level of proficiency. Students who test at this level should build up their English language skills before being re-tested.

LEVEL II

To register, students normally place at Level II on the Glendon English Language Placement Test. These students are required to take *ENSL 2700 6.0 ESL: Academic Foundations*, the base course at the intermediate level.

In addition, students may be advised to or may choose to take one or more optional 3.0 credit courses from *ENSL 2310 3.0 English Non-Literary Texts* and/or *ENSL 2400 3.0 English in Performance: Dramatic Arts*

The students placed at level II are advised not to take more than one half course in another discipline taught in English.

LEVEL III

To register, students normally place at Level III on the Glendon English Language Placement Test, or have successfully completed *ENSL 2700 6.0*.

Students at the third level normally take a minimum of one half ESL course, from the list below, and may take their discipline courses in English.

ENSL 3501 3.0 Varieties of English Writing
ENSL 3502 3.0 Functional Writing
ENSL 3510 3.0 Modes of Communication
ENSL 3800 3.0 Dealing with Viewpoint

EXCEPTIONS TO THE ABOVE GUIDELINES

Students who have for any reason chosen a course of study which does not conform to the guidelines listed above should see either the ESL Director, or an ESL Advisor, before finalizing their timetables.



COURSE DESCRIPTIONS

GL/ENSL 2310 3.0 — ENGLISH NON-LITERARY TEXTS

I.Martin (Fall)

A course for students of English as a second language, based on the study of contemporary non-literary texts. Attention will be given to vocabulary, grammar and skills in reading and writing.

The goal of ENSL 2310 3.0 is to improve students' ability to efficiently read English texts and to effectively demonstrate your comprehension. The focus of the course is to develop strategies and skills for reading English non-literary text (i.e., works of non-fiction). We examine typical language features of non-literary text at the discourse, sentence, and word levels. As well, we explore what cognitive (thinking) strategies can be applied to a reading task in order to increase efficiency in processing a text and effectiveness in interpreting and reporting on it. In class, as we focus on different aspects and issues, we read, analyse, discuss, and write about a variety of short readings.

GL/ENSL 2400 3.0 — ENGLISH IN PERFORMANCE: DRAMATIC ARTS

I. Martin, (Winter)

A study of English as exemplified through plays, improvisation and role-play, for students of English as a second language. Particular attention will be given to stress, rhythm, intonation and speech styles.

This course is intended for intermediate-level students who wish to increase their listening and speaking abilities through an intensive three-month focus on spoken English through the medium of drama.

Goals:

1) To raise your level of speaking/talking by one full level on the Glendon competence scale.

2) Through improvisations, acted sketches, video-taping and discussion of your performances, to increase your confidence when speaking and talking in English.

3) To explore the relationship between the language of dramatic situations and the language of situations in everyday life.

4) Through scene-study (both discourse analysis and acting out), to introduce you to a few (4 to 5) of the major contemporary Canadian playwrights writing in English.

5) To introduce you to the rich live theatre scene of Toronto, by organizing visits to theatrical performances (occasional evening or Sunday "pay-what-you-can" afternoon performances).

GL/ENSL 2700 6.0 — ESL: ACADEMIC FOUNDATIONS

Section A: B.Morgan

Section B: TBA

The goal of this course is to improve your English language and academic skill proficiency to enable you on completion of the course to function adequately in academic courses given in English at the university.

The course thus provides a solid foundation in all language skills with particular emphasis on writing and speaking. Course content is organized around a series of themes (e.g. language learning strategies, social issues, communication systems). Students interact with authentic theme-related materials (e.g. reading texts, videos, lectures) in a way that simulates activities in a university class. Activities include such tasks as distinguishing main ideas from supporting points or selecting relevant information from a variety of sources to use in an oral presentation, discussion, or debate and to use in a written summary or essay. As well, problem areas in grammar such as the use of the present perfect or the article system are reviewed. By interacting actively with the course content, students develop fluency and accuracy in communicating in English in an academic setting.

GL/ENSL 3501 3.0 — VARIETIES OF ENGLISH WRITING

TBA, (Fall)

The course gives advanced ESL students the opportunity to develop their experience of English language and culture through the study of literary texts.

The course is designed to help non-native users of English who have achieved a relatively high level in both the spoken and written language to develop the specific skills of reading English poetry and fiction and of expressing their responses to the texts they read.

Students will read a variety of poetry, short stories and novels; they will learn to express their first reactions in classroom discussions, and then to develop their responses into intelligent and coherent statements.

GL/ENSL 3502 3.0 — FUNCTIONAL WRITING

TBA, (Winter)

This course examines the main functions of written English outside literature—description, exposition, criticism, persuasion—in various modes (essay, opinion-piece, pamphlet, letter) and leads to the production by students of such texts.

The goal of this course is to develop students' English language writing skills by having them engage in a variety of writing assignments that focus on different types of writing, including writing as a vehicle for personal expression (e.g. journal, editorial), writing as a vehicle for action (e.g. letter of application, business proposal) and writing as a vehicle for thinking (e.g. academic essay). In class, students will discuss and analyze model texts before writing. As well, students are encouraged to rewrite assignments on the basis of instructor and peer feedback.

GL/ENSL 3510 3.0 — MODES OF COMMUNICATION

TBA (Fall)

Study of processes in human communication (verbal/non-verbal) to develop a framework for analyzing the language and social conventions underlying communication in such areas as interpersonal relations, business, the arts, academia, mass media. Focus on interpretative and productive expertise.

This course will focus on the study of different aspects of human communication including: the process of interpersonal communication, features of communicative competence, cultural and gender differences, speech versus writing, and interpreting bias. Through participating in a variety of analytic and interpretative activities using authentic university materials, students expand their understanding of the psychological and linguistic dimensions of human communication, and as well, develop and refine their ability to use English fluently and accurately both orally and in writing in an English academic setting.

GL/ENSL 3800 3.0 — DEALING WITH VIEWPOINT

B. Morgan, (Winter)

A course on the nature, construction and interpretation of argument, focusing on a broad variety of texts from different sources including academic and public documents and several kinds of media, as well as the development of appropriate language resources for academic tasks.

This course deals with the complexity and many-sided nature of argument, including making one's own reasoned case, while interpreting and assessing the arguments of others. While the course as a whole spans the range of experiences listed above, individual classes tend to concentrate on focused, critical discussion of ideas and arguments, and on close analytical interpretation of text (print, audio, video, film.)

ACADEMIC ADVISING & RESOURCES

Glendon's Academic Services provides a range of registration and support services to students. This office is responsible for maintaining the integrity of student academic records and offers information on University and College rules and regulations, courses and registration, grade reporting and degree audit, graduation and transcripts, and academic advising. You will be able to obtain information on all academic matters from initial registration through to graduation.

ACADEMIC SERVICES

Room C102 York Hall
2275 Bayview Avenue
Toronto, Ontario
M4N 3M6
Canada

Telephone: (416)-487-6715

Fax: (416)-487-6813

Email: acadservices@glendon.yorku.ca

Website: <http://www.glendon.yorku.ca/academic-services/>

QUICK LINKS:

Undergraduate Calendar: <http://calendars.registrar.yorku.ca/>

Lecture Schedule: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm>

Policies, Procedures and Regulations (incl. Academic Honesty):
<http://www.yorku.ca/secretariat/policies/index-policies.html>

