

## Academic Skills for College Preparation - ELP 98 English Language Program

### Course Outline

COURSE IMPLEMENTATION DATE:	January 2017
OUTLINE EFFECTIVE DATE:	January 2020
COURSE OUTLINE REVIEW DATE:	September 2025

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#### GENERAL COURSE DESCRIPTION:

In this college preparation course, students will build upon their backgrounds and experiences to develop strategies for success in Canadian academic settings. They will integrate reading, writing and critical thinking skills through the study of intercultural situations and academic subjects. Students will be able to analyse academic materials within cultural contexts, apply their knowledge, and provide thoughtful written expression of their learning.

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#### Program Information:

This course and the companion course ELP 95 help prepare students in the English Language Program (ELP) for entry into post-secondary programs.

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**Delivery:** This course is delivered face to face.

**ABE/ELP Credits:** 3

**Hours for this course:** 135 hours

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	135
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience	
Other Contact Hours	
<b>Total</b>	<b>135</b>

#### Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-Job Experience	N/A
Formal Work Experience	N/A
Other	N/A
<b>Total</b>	

**Course Outline Author or Contact:**

Annette Aarts, MAT, BA, TESL Canada Standard 2

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Signature

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**APPROVAL SIGNATURES:**

Department Head

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Dean of Trades and Technology

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Department Head Signature

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Valid from: January 2020 – September 2025

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Education Council Approval Date

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**COURSE PREREQUISITES AND TRANSFER CREDIT:****Prerequisites:**

Completion of ELP 70 and ELP 75 with a minimum of 75% in both courses (or equivalent);  
or Test of English Language Proficiency (TELP) assessment.

**Corequisites:**

Students who have successfully taken ELP 70 and ELP 75 (or equivalent) must take ELP 95 with ELP 98 as co-requisites.  
Students who place into ELP 98 with the TELP placement test must take ELP 98 and ELP 95 as co-requisites.

Progression to:

COMC 100:

- A minimum grade of 75% in ELP 98, OR
- A minimum grade of 75% in ELP 98 and ELP 95 when taken as co-requisites

ENGL 100:

- A minimum grade of 85% in ELP 98

**Flexible Assessment (FA):**

Credit can be awarded for this course through FA

☐ Yes ☒ No

**Transfer Credit:**

For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Student should also contact an academic advisor at the institution where they want transfer credit.

**Textbooks and Required Resources:**

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Dollahite, Nancy E. & Haun, Julie. *Sourcework: Academic Writing from Sources, Second Edition*. Cengage Learning, 2012.

Flemming, Laraine. *Reading for Results, 13<sup>th</sup> Edition*. Cengage Learning, 2017.

Kirszner, Laurie, G. & Mandell, Stephen R. *Writing First Sixth Edition*. MacMillan Education, 2015.

Rozenberg, Marina. *Step Up to Academic Reading*. Oxford University Press Canada, 2012.

Please see the instructor's syllabus or check COTR's online text calculator

<http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

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**LEARNING OUTCOMES:**

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

- compare the cultural values and academic expectations in students' culture and Canadian culture, and identify expectations of academic conduct in a post-secondary setting in terms of classroom participation, student/teacher interactions, resource management, and responsibility for assignments and examination;
- develop advanced reading strategies and comprehension skills that include previewing the topic, surveying the text, and note-taking, to prepare students for reading college and university level texts, journal articles, and other media,;
- analyze texts for focus and purpose for writing, organizational structure, language use, and fact and opinion;
- summarize and paraphrase text to demonstrate understanding;
- demonstrate critical thinking skills related to inference, synthesis of ideas, and evaluation of arguments, and elaborate a response or reaction based on interpretation of ideas;
- apply decoding skills to lower frequency words and expressions, and understand English definitions and explanations in context for unfamiliar words and phrases in most reading material;
- utilize a recursive writing process that includes pre-writing (brainstorming and outlining), writing several drafts, revising, and editing to produce thoughtful, informed academic writing within specific time constraints;
- write academic, unified, coherent essays, including thesis statements and topic sentences, and introduction, conclusion, and body paragraphs focused on a specific topic with an appropriate balance of original writing and documented source writing;
- incorporate support using different organizational (rhetorical) patterns that explain, illustrate, rationalize, and defend a viewpoint using techniques such as objective analysis, logical reasoning, concession and refutation;
- effectively incorporate quotations and paraphrases into writing from reliable source materials and use appropriate academic citation and reference practices for each entry;
- use advanced level grammatical structures and vocabulary with a variety of simple, compound, and complex sentence structures that are stylistically appropriate for the purpose for writing;

- edit own written work for final submission to significantly decrease errors related to grammar, mechanics, format, language use (e.g. vocabulary, word form, or phrasing) and sentence structure; and
- extend learning through critical reflection, and record thoughts on experiences in a personal journal.

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#### **COURSE TOPICS:**

- Learning Styles
- Multiculturalism
- Social Transitions
- Technology
- World Views

*See instructor syllabus for the detailed outline of weekly readings, activities and assignments.*

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#### **EVALUATION AND ASSESSMENT:**

Assignments	% of Total Grade
Reading/Writing Assignments	20%
Journal entries	10%
Academic Essays	30%
In-class activities	15%
Final exam	<u>25%</u>
TOTAL	100%

*Please see the instructor syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.*

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#### **EXAM POLICY:**

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

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## COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Mark (Percent)	≥ 90	94-90	89-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	< 50

A grade of "D" grants credit, but may not be sufficient as a prerequisite for sequential courses.

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## ACADEMIC POLICIES:

See [www.cotr.bc.ca/policies](http://www.cotr.bc.ca/policies) for general college policies related to course activities, including grade appeals, cheating and plagiarism.

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## COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.