



High Intermediate Academic Reading/Writing/Grammar – ELP 60

English Language Program

Course Outline

COURSE IMPLEMENTATION DATE: Pre 1998
OUTLINE EFFECTIVE DATE: September 2022
COURSE OUTLINE REVIEW DATE: May 2027

GENERAL COURSE DESCRIPTION:

In this course, students will develop strategies for the successful use of high-intermediate English language skills within a Canadian academic setting. They will integrate reading, writing and some critical thinking and fact-finding skills through the study of intercultural situations and academic subjects. Students will apply those skills to create formal and informal writings, to analyze authentic English readings and to thoughtfully express themselves using high-intermediate grammatical structures.

Program Information: ELP 60 effectively prepares students for ELP 70 (Advanced Academic Reading/Writing/Grammar). ELP 60 must be taken with ELP 65 (High Intermediate Academic Listening and Speaking). Students must successfully complete both courses, ELP 60 and ELP 65, to progress to ELP 70 (Advanced Reading/Writing/Grammar) and ELP 75 (Advanced Academic Listening and Speaking).

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

Hours for this course: 188 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	178
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	10
Total	188

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	

Other Contact Hours

- Instructor support for students (either individually or in small groups) occurs weekly at scheduled times.

Course Outline Author or Contact:

Joy Brown, BEd, TESL Level 1, CELTA

Signature

APPROVAL SIGNATURES:

Department Head
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Department Head Signature

Dean Signature

EDCO

Valid from: September 2022 – May 2027

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: A grade of 75% or higher in both ELP 50 and ELP 55 or an appropriate assessment score.

Corequisites: ELP 65 (High Intermediate Academic Listening and Speaking)

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>.

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

Prior Course Number: ELT 050 ⇔⇔ ELP 60

Date changed: April 2014

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:

Ackert, Patricia and Linda Lee. *Cause and Effect*. 4th ed. Thomson Heinle, 2006.

Azar, Betty. *Fundamentals of English Grammar*. 4th ed. Longman, 2013.

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.

LEARNING OUTCOMES:

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

- demonstrate comprehension of reading material by successfully completing level-appropriate tasks within the cognitive domain that require learners to describe, discuss, explain, categorize ideas and details, paraphrase, give examples, outline, compare, or contrast;
- analyze sections of texts to discern main ideas, supporting details, fact and opinion, purpose and meaning;
- make inferences with some accuracy;
- use a variety of suggested or provided resources to get information (e.g., library catalogues, simple databases, handbooks, Internet sites);
- use context, title, headings and format to predict and determine information about a text;
- adjust reading rate according to task (skimming and scanning a variety of passages, including visually complex texts, to find general and specific information);
- use strategies such as detailed outlines and graphic organizers to illustrate the organization and content of texts;
- demonstrate comprehension of reading passages despite some ambiguity (e.g., low frequency idioms, abstract terms, or culturally dependent references);
- use the decoding strategies of context clues and recognition of affixes and roots to understand unfamiliar vocabulary;
- understand somewhat modified or simplified English definitions and explanations for unfamiliar words and phrases much of the time (rather than relying only on bilingual print material or on definitions or explanations from first language oral, print, or electronic sources);
- support opinions (about information or ideas presented in a text) based on personal experience and information from other text sources;
- follow a set of instructions for common tasks even when steps are not listed in order;
- locate and interpret information contained in simple formatted texts such as maps, diagrams, tables, and Timelines;
- use a number of pre-writing and planning techniques (free writing, outlining, brainstorming);
- edit composition drafts to significantly decrease the number of errors related to grammar, mechanics, language (e.g., vocabulary, word form, or phrasing) and sentence structure;
- revise composition drafts to improve organization, topic sentences, use of transitions, use of support details, purpose, and formality;
- use basic and some advanced complex sentence patterns as well as an expanding range of simple and compound patterns;
- with some guidance, use grammatical structures required for the writing topics and paragraph development styles at this level;

- with some guidance use vocabulary and phrasing appropriate to the formality level, topic, and task;
- write longer paragraph compositions with clear topic sentences, major supports with some details, and conclusion sentences;
- write basic multi-paragraph compositions with a thesis statement contained in an introduction paragraph, clear support paragraphs (with both major details and some minor support details), and a conclusion paragraph;
- use both personal experience and information from other sources (e.g., course textbooks, instructor-provided short articles) to develop assigned academic topics clearly and objectively;
- incorporate both direct speech and reported speech into task appropriate writing (e.g., narrative writing, report writing); and
- within specific time restraints, plan, draft, and write well organized and well-written compositions in response to given topics suitable for this level.

The learning outcomes for this course are consistent with those found in the *Articulation Guide for English as an Additional Language Programs in the British Columbia Post-Secondary Transfer System Twentieth Edition 2020-2021* <https://www.bccat.ca/pubs/Resources/EALGuide2021.pdf>.

COURSE TOPICS:

- Education
- Society
- Environment
- Health
- Technology

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

EVALUATION AND ASSESSMENT:

Assignments	% Of Total Grade
Writing Assignments	20%
Quizzes/Tests/Midterm	20%
Class Assignments	20%
Reading Assignments	20%
Final Exam	<u>20%</u>
Total	100%

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

Note: Late work will be penalized.

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.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Mark (Percent)	≥ 95	94-90	89-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	< 50

A grade of "B" is required as a prerequisite for sequential courses.

Note: A grade of "B" or better is required to progress to ELP 70.

ACADEMIC POLICIES:

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

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.