



## Interactive Communication for College Preparation – ELP 95

### English Language Program

### Course Outline

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

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#### GENERAL COURSE DESCRIPTION:

In this course, students will build upon their cultural backgrounds and experiences to develop strategies for success in Canadian academic settings. They will study intercultural situations and themes through classroom activities that integrate listening, speaking, problem solving, and communication skills. By developing intercultural awareness, students will be able to analyze new cultural contexts, share their reflections, and leverage their own backgrounds to provide thoughtful expression in their academic programs.

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**Program Information:** This course and the companion course ELP 98 help prepare students in the English Language program for entry into post-secondary programs.

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

**ABE/ELT Credits:** 3

**Hours for this course:** 90 hours

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	90
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	0
<b>Total</b>	<b>90</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>	<b>N/A</b>

Other Contact Hours:

- Seminars

**Course Outline Author or Contact:**

Annette Aarts MAT, BA, TESL Canada Standard 2

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Signature

**APPROVAL SIGNATURES:**

Department Head  
Joy Brown  
E-mail: [jbrown3@cotr.bc.ca](mailto:jbrown3@cotr.bc.ca)

Dean of Trades and Technology  
Dr. Jack Moes  
E-mail: [jmoes@cotr.bc.ca](mailto:jmoes@cotr.bc.ca)

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Department Head Signature

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Dean Signature

EDCO

Valid from: January 2020 – September 2025

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Education Council Approval Date

**COURSE PREREQUISITES AND TRANSFER CREDIT:**

**Prerequisites:** A student must have completed ELP 70 and ELP 75 with a minimum of 75% in both courses (or equivalent); or have taken the Test of English Language Proficiency (TELP) resulting in an ELP 95 placement score.

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

Progression to:

COMC 100:

- A minimum grade of 75% in ELP 98 and 95 when taken as corequisites

ENGL 100:

- A minimum grade of 85% in ELP 98 and 95 when taken as corequisites

**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:** N/A

## 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:

Esperenth, Miriam. *Academic Encounters 4: Human Behaviour*, 2<sup>nd</sup> Edition. Cambridge, 2012.

Lansford, Lewis, Dummett, Paul, & Stephenson, Helen. *Keynote Advanced*. National Geographic Learning.

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

- explain the similarities and differences in cultural values and academic expectations in students' culture and Canadian culture, and examine the socio-cultural nature of the Canadian context;
  - use critical thinking to analyze, evaluate, and formulate conclusions and opinions about intercultural situations from various cultural contexts;
  - model interpersonal behaviour and communication skills appropriate to the Canadian classroom and college community, exhibiting cultural awareness and integrity;
  - identify the roles while working collaboratively in a group, and follow detailed instructions, clarify concerns, and actively participate in the planning and executing of a task or assignment;
  - develop advanced listening strategies, including pre-lecture preparation, outlining lecture and note-taking, pre- and post-lecture discussion, and follow-up assignments, to prepare students for comprehension and active participation in course lectures;
  - distinguish between formal and informal register, attitude, and purpose, and identify major and minor points and rhetorical patterns in discourse;
  - demonstrate confidence in speaking with a group through practice in role-plays and debates, and organize and prepare support for a range of oral practices including expressing and defending opinions, comparing and contrasting ideas, or speculating on outcomes;
  - make formal presentations on sociocultural topics using appropriate organizational structure and citation from resources using relevant academic vocabulary;
  - create and visual or written support for presentations implementing paraphrased and summarized source material using academic citation practices as required by the assignment;
  - utilize advanced level grammatical structures reflective of oral communication and public speaking;
  - apply problem-solving skills, and work with a group to resolve a range of critical incidents, and report back to class using appropriate idiomatic language and colloquial expressions;
  - actively participate in discussions and debates about relevant situations, using appropriate tone, register, pronunciation, and utilize suitable vocabulary and expressions for the context and situation; and
  - record thoughts on experiences to extend learning through critical reflection, in a blog or vlog (video log) which may be shared with peers and instructor of the course, and respond to and comment on shared reflections and experiences using appropriate tone and register.
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**COURSE TOPICS:**

- Personal Development
- Cross-cultural Interaction
- Socio-cultural Trends
- World Issues

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

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**EVALUATION AND ASSESSMENT (Face-to-Face Delivery):**

Assignments	% Of Total Grade
Journal (blog/vlog)	10%
In-class activities (role plays, discussions, debates)	25%
Reports (notes on lectures, critical incidents)	20%
Presentations (oral with visual supports)	20%
Final Exam	<u>25%</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.*

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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.