



## ELP-60 – High Intermediate Academic Reading/ Writing/Grammar

### College Preparation and Upgrading

**Effective Term & Year:** Fall 2022

**Course Outline Review Date:** 2027-05-01

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**Program Area:** Upgrading for Academic and Career Entry

#### **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.

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#### **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 Methods:** On-campus (Face-to-Face)

**Credit Type:** ABE Credits

**Credits:** 0

#### **Instructional Activity and Hours:**

<b>Activity</b>	<b>Hours</b>
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Classroom, Directed Studies or Online Instruction	178
Seminar/Tutorials	
Laboratory/Studio	
Practicum/Field Experience	
Co-op/Work Experience	
Other	10
Total	188

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**Course Requisites:**

- Complete all of the following
  - Earned a minimum grade of B (75%) in each of the following:
    - ELP50 – Intermediate Academic Reading/Writing/ Grammar
    - ELP55 – Intermediate Academic Listening/Speaking (0)
  - Or an appropriate assessment score.
  - Completed or concurrently enrolled in:
    - ELP65 – High Intermediate Academic Listening/ Speaking

**Flexible Assessment:** No

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**Course Transfer Credit:**

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see <https://www.bctransferguide.ca/> or <https://transferalberta.alberta.ca> . For more transfer credit information, please visit <https://www.cotr.bc.ca/Transfer>

All requests for course transfer credit from institutions in British Columbia or elsewhere should go to the College of the Rockies Enrolment Services office.

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**Textbook 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  
<https://textbook.cotr.bc.ca/> 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

- 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>.

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### Course Topics:

- Education
- Society
- Environment
- Health
- Technology

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

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## Evaluation and Assessments

### Assessment Type: On-Campus (face-to-face)

Assessment Type	% of Total Grade
Writing Assignments	20%
Quizzes/Tests/Midterm	20%
Class Assignments	20%
Reading Assignments	20%
Final Exam	20%
Total	100%

## Grade Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>=95	94-90	89-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	<50

**Pass requirements:** None

### Evaluation Notes Comments:

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

### Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a "0" on the exam.

### Academic Policies:

College of the Rockies policies related to courses can be found at <https://cotr.bc.ca/about-us/college-policies/> and include the following:

- Policy 2.4.3 Students with Documented Disabilities
- Policy 2.4.4 Student Conduct (plagiarism, other cheating, behavioral misconduct)
- Policy 2.5.8 Academic Performance
- Policy 2.5.3 Grade Appeal
- Policy 2.4.9 Student Concerns Re Faculty

### Equivalent Course(s) and Course Code Changes

Prior Course Code: ELT 050 >> ELP 60

Date changed: April 2014

### Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.

