



# INTERNATIONAL BOARD OF TEACHING STANDARDS

## Canadian University and College Language Pathway – Elementary Level Access Education/Upgrading for Academic and Career Entry

### Course Outline

COURSE IMPLEMENTATION DATE:	March 2021
EFFECTIVE DATE:	March 2021
COURSE OUTLINE REVIEW DATE:	March 2026

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#### GENERAL COURSE DESCRIPTION:

Canadian University and College Language Pathway – Elementary Level is a course designed to continue the development of basic literacy skills to enable students to function more effectively in personal, work and educational situations. Skill areas covered include reading, writing, and strategies for communication and learning.

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**Program Information:** Canadian University and College Language Pathway – Elementary Level provides students with the skills necessary to enter Canadian University and College Language Pathway – Pre-Intermediate Level

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**Delivery:** This course is delivered face-to-face in a directed studies format or online.

**Duration of this course:** 10 weeks

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	10 weeks
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours – Directed Studies	
<b>Total</b>	10w

#### 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>	N/A

**Instructor's Contact:**

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Signature

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**APPROVAL SIGNATURES:**

Director  
Dr. Al-Deri

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Director Signature

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**COURSE PREREQUISITES AND TRANSFER CREDIT:**

**Prerequisites:** Canadian University and College Language Pathway – Beginner Level or IELTS test or IBTS placement assessment

**Corequisites:** None

**Prior Course Number:** N/A

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## Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year.

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## LEARNING OUTCOMES:

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

### Reading

<b>Learning Outcome</b> <i>Students will be able to ...</i>	<b>Skills</b> <i>By achieving this broader outcome, students will demonstrate that they can also ...</i>
1. read 3-paragraph passages of familiar genres (e.g. descriptive and narrative) including unfamiliar vocabulary	<ul style="list-style-type: none"><li>• identify main idea, details, characters, and sequence in short passages and paragraphs</li><li>• identify and read synonyms, antonyms, and homonyms</li><li>• use structural analysis (e.g. roots, affixes, syllabication, stress, compound words, contractions) to decode vocabulary</li><li>• use pre-reading and reflection strategies to self-evaluate findings</li></ul>
2. read 7-10 sentence paragraphs on unfamiliar topics including familiar or common vocabulary	

## Writing

<b>Learning Outcome</b> <i>Students will be able to ...</i>	<b>Skills</b> <i>By achieving this broader outcome, students will demonstrate that they can also ...</i>
1. write five to seven complete simple and compound sentences	<ul style="list-style-type: none"><li>• generate, organize and write ideas (i.e. use the writing process)</li><li>• use assigned vocabulary in sentence writing</li></ul>
2. write informal correspondence (i.e. personal letter, email) to a familiar audience	<ul style="list-style-type: none"><li>• apply dictionary or thesaurus skills to develop new vocabulary</li><li>• use end punctuation (period, exclamation point, question mark)</li><li>• use common coordinators (i.e. comma + and, or, but)</li><li>• identify subject and verb in sentences</li><li>• use compound words, contractions, possessives, and plurals</li><li>• use appropriate, simple verb tenses</li><li>• write 100-150 sight words</li><li>• apply appropriate affixes to modify familiar root words</li></ul>

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### COURSE TOPICS:

#### Decoding

- Word attack strategies & phonics

#### Reading & Comprehension

- Calendar/time words
- Applied reading
- Context clues for meaning
- Cause & effect
- Compare/contrast
- Sight word vocabulary (500 words)

#### Writing

- Mechanics & spelling
- Capitalization rules
- Spelling using a dictionary
- Nouns/verbs
- Compound words/contractions

- Composition & content
- Sentences & sentence fragments
- Topic sentences

Personal Learning

- Goal setting
- Time management
- Co-operative learning
- Canadian Culture
- College and University skills

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

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**EVALUATION AND ASSESSMENT:**

Assessments
To progress in this course students must demonstrate a satisfactory level of achievement in reading, writing and strategies for learning activities.

*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:**

<b>COM</b>	Completed to defined standard
<b>NCG</b>	No Credit Granted

In order to move from one English level to the next, the student must complete the listed outcomes identified for the course. Once the outcomes have been met, the student will receive a **COM** (complete) mark on his or her Record of Training (ROT). The student has to achieve a 75% or higher to pass this level.

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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 will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.