



**Canadian University and College Language Pathway –  
Advanced 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 –Advanced Level focuses on the following core skills: reading, comprehension, vocabulary development, study skills, literary appreciation and analysis, and writing. Through literature, research and analysis and class discussions, students broaden their knowledge of society. This is the third component of the University pathway.

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**Program Information:** Canadian University and College Language Pathway –Advanced Level can be used as the language requirement for many programs.

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**Delivery:** This course may be delivered face-to-face, directed studies, 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	
<b>Total</b>	10 w

**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>	

Other Contact Hours:

- Face-to-face – Lecture/seminar/workshop format
- Directed studies – Instructor support available in classroom or online

**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 – Pre-Advanced 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

### **Critical and Creative Thinking**

- recognize tone, including irony and understatement in poetry, short stories, drama;
- evaluate argument for validity, reliability, currency and objectivity;
- recognize structural literary elements associated with particular standard formats;
- demonstrate an awareness and understanding of the power of language in literature, the importance of word choice and organization in furthering the problem solving process (initiating, developing and organizing thought); and the influence of communication formats on language choices and usage;
- analyze literary elements in various genres;

### **Speaking and Listening**

- interact effectively in formal or informal situations;
- adjust speaking style to suit audience, purpose, and situation;
- use effective presentation aids to enhance communication;
- deliver a research-based oral presentation to persuade and respond effectively to feedback;
- give and respond effectively to feedback during oral presentations;
- demonstrate a critical understanding of arguments;

### **Reading, Research and Reference**

- evaluate the effectiveness of one's own and others' written material using criteria that include the following:
  - plain language
  - coherence and organization
  - consistency in the application of usage conventions
  - relevance to argument of supporting evidence and examples
  - appropriateness to intended purpose and audience
  - attention to detail
- summarize, make inferences, draw conclusions and critically evaluate;
- paraphrase main ideas in written material;
- distinguish between implicit and explicit messages;
- apply prior knowledge and experience to assist understanding of new material;
- use a variety of strategies and sources to gather and evaluate information, including print sources, library resources and the internet;
- evaluate the influences, writing style and background of particular authors in order to understand their writings;
- read and demonstrate an understanding of short stories, poetry, drama and the novel, including works by Canadian authors;
- place a piece of literature in its historical and cultural context;
- describe the social and personal benefits of reading literature;

**Written Communication**

- apply a writing process approach (pre-write, draft, revise, edit)
- produce work that demonstrates effective organization, support (e.g. examples, evidence) and sentence structure;
- gather, evaluate, synthesize, and organize information into a research paper of approximately 1500 words using appropriate documentation style (e.g. MLA, APA, or Chicago);
- understand and avoid plagiarism;
- produce writing on demand (e.g. essays, exams);
- write literary essays using appropriate structure, development techniques, and literary conventions;
- discuss literary terms (such as conflict, theme, character, mood, tone, irony, foreshadowing, point of view, and setting) in the analysis of works studied.

**Personal Learning**

- University Pathway 3
- Canadian Culture
- College and University skills

**Recommended Learning Outcomes:****Cooperative Communication:**

- describe the value and limitations of collaborative work;
  - collaborate and consult effectively with others in completing communications tasks through means that include:
    - interacting confidently
    - assuming responsibility for roles in teams
    - respecting and promoting respect for the contributions of other team members
    - demonstrating a commitment to the team and to project goals
  - employ advanced problem-solving skills in cooperative communication activities;
  - use a variety of resources and technologies when working with others; and
  - evaluate group processes and individual roles in and contributions to group processes.
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**COURSE TOPICS:**

- Writing Process
- Essays
- Research Paper
- Short Stories
- Novel Study
- Poetry
- Non-Fiction
- Drama

*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
In-class Assignments & Activities	25%
Writing Assignments	25%
Research Paper	15%
Midterm Exam	10%
Final Exam	<u>25%</u>
Total	100%

**EVALUATION AND ASSESSMENT (Online and Directed Study Delivery):**

Assignments	% Of Total Grade
Assignments essays, paragraphs, comprehension questions, responses, and research preparation	50%
Research Project, including oral presentation	15%
Grammar Exercises and Quizzes	10%
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.

**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.

**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.