

## Items Approved by Education Council June 6, 2019

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### Trades and Apprenticeship Programs

#### Plumbing and Piping Trades Certificate

##### Program revision:

- Program description
- Graduation requirements

##### Rationale:

To align with the new Harmonized ITA outline.

##### Program description:

###### Existing:

This 25-week (750 hour) program takes a student with little or no previous experience in the piping trades and supplies them with the necessary skills to seek employment in industry as an apprentice Plumber, Domestic/Commercial "B" Gasfitter, Steamfitter/Pipefitter or Sprinkler System Installer. The program exposes the students to aspects of residential, commercial and industrial piping systems in these trades with a focus on developing practical skills. The curriculum follows the British Columbia Industry Training Authority guidelines for the first-year in-class components of apprenticeship training for Plumber, Domestic/Commercial "B" Gasfitter, Steamfitter/Pipefitter and Sprinkler System Installer, which includes installation, repair and maintenance procedures in compliance with the applicable codes and standards. Upon successful completion of the program, students will receive Level 1 technical training credit toward an apprenticeship in the aforementioned four trades. This gives the successful students the opportunity to experience a number of trades without having to commit to one in particular and, upon completion, have the choice to pursue one or more career paths.

###### Proposed:

This 25-week (750 hour) program takes a student with little or no previous experience in the piping trades and supplies them with the necessary skills to seek employment in industry as an apprentice Plumber, Steamfitter/Pipefitter or Sprinkler System Installer. The program exposes the students to aspects of residential, commercial and industrial piping systems in these trades with a focus on developing practical skills. The curriculum follows the British Columbia Industry Training Authority guidelines for the first-year in-class components of apprenticeship training for Plumber, Steamfitter/Pipefitter and Sprinkler System Installer, which includes installation, repair and maintenance procedures in compliance with the applicable codes and standards. Upon successful completion of the program, students will receive Level 1 technical training credit toward an apprenticeship in the aforementioned three trades. This gives the successful

students the opportunity to experience a number of trades without having to commit to one in particular and, upon completion, have the choice to pursue one or more career paths.

**Graduation requirements:**

Existing:

Graduates must complete the 5 courses with a minimum passing grade of 70% on each course. Upon successful completion of the program, graduates will receive an OC Certificate of Completion.

PPTF 101 Use Safe Work Practices

PPTF 102 Use Tools and Equipment

PPTF 103 Organize Work

PPTF 104 Install and Service Piping Systems

PPTF 105 Technical Exam

Proposed:

An overall average of 70% calculated on a weighted percentage, based on time allocation.

**Implementation date:** July 2019

**Cost:** N/A

**Sheet Metal Worker Foundation Certificate**

**Program revision:**

- **Graduation requirements**

**Rationale:**

To align with the new Harmonized ITA outline.

**Graduation requirements:**

Existing:

Minimum passing grade per component is 70%

Proposed:

An overall average of 70% calculated on a weighted percentage, based on time allocation.

**Implementation date:** August 2019

**Cost:** N/A

## Science Technology and Health Programs

### WET 111 – 3 – 4                      Hydrology

#### Course revision:

- Title – new title – **Applied Hydrology**
- Calendar description

#### Rationale:

This course needs an updated title and course description that better reflects the course content.

#### Calendar description:

##### Existing:

This course introduces the basic principles of hydrology, including the examination of the components of the hydrological cycle and their interaction with elements of the physical environment and human activities.

Applied aspects of hydrology and land use activities that affect the storage, movement and quality of water resources are also discussed. The acquisition, analysis and interpretation of hydrologic data also are emphasized.

##### Proposed:

This course introduces the basic principles of hydrology, including the examination of the components of the hydrological cycle and their interaction with other elements of the physical environment and with human activities. Applied aspects of hydrology such as stream gauging, storm water runoff prediction, municipal flow control structures, water sample collection, measurement instrumentation, and land use activities that affect the storage, movement and quality of water resources will also be discussed. The acquisition, analysis and interpretation of hydrologic data also are emphasized.

**Implementation date:** September 2019

**Cost:** N/A

### WET 122 – 3 – 4                      Hydraulics

#### Course revision:

- Title – new title – **Water Distribution and Wastewater Collection I**
- Calendar description

#### Rationale:

This course needs an updated title and course description that better reflects the course content.

#### Calendar description:

##### Existing:

An introduction to various hydraulic phenomena with emphasis on understanding the hydraulic operation of municipal water distribution systems, industrial water delivery systems, wastewater collection systems, and municipal and industrial water and wastewater treatment systems. Delivery systems for fish farms, and closed conduit and stream flow measurements are covered.

##### Proposed:

This course provides an introduction to various hydraulic concepts with emphasis on understanding the hydraulic operation of municipal water distribution systems and wastewater collection systems. Practical applications of hydraulic theory will be emphasized and tied into municipal bylaw requirements and engineering standards for these systems.

**Implementation date:** September 2019

**Cost:** N/A

### WET 201 – 3 – 5                      Applied Environmental Hydrogeology

#### Course revision:

- Title – new title – **Applied Hydrogeology**
- Calendar description

#### Rationale:

This course needs an updated title and course description that better reflects the course content.

#### Calendar description:

##### Existing:

This course covers fundamentals of hydrogeology with a focus on the important aspects of major design calculations used in the field of soil and groundwater remediation. Topics covered include fundamental principles of hydrogeology, groundwater flow, well hydraulics, groundwater quality and contamination, soil and groundwater assessment and remediation, data analysis and problem solving. Labs and local field work will introduce students to relevant techniques and reinforce concepts introduced in the lectures.

Proposed:

This course covers the fundamentals of hydrogeology with a focus on groundwater flow, surface water interactions, well hydraulics and well construction. Students will also explore relevant groundwater legislation and data acquisition from government information sources. Emphasis will be placed on field work including surveying, well monitoring, groundwater sampling and hydraulic conductivity testing.

**Implementation date:** September 2019

**Cost:** N/A

## **WET 222 – 3 – 4                      Water Distribution and Wastewater Collection**

**Course revision:**

- **Title – new title – Water Distribution and Wastewater Collection II**
- **Calendar description**

**Rationale:**

This course needs an updated title and course description that better reflects the course content.

**Calendar description:**

Existing:

A continuation of WET 122, including the operation of complex water distribution and wastewater collection systems. The computer hydraulic model EPANET will be used extensively to simulate system operation and troubleshooting.

Proposed:

A continuation of WET 122, the physics behind the operation of water distribution and wastewater collections systems will be explored with a focus on hydraulic modeling of pressure and open channel flow settings. Practical applications of hydraulic theory will be emphasized and applied to pipes, pumps, valves, flow measurement devices and related water system components.

**Implementation date:** September 2019

**Cost:** N/A

## **Water Engineering Technology**

**Program revision:**

- **Revision of courses**

**Rationale:**

WET 111, WET 122, WET 201 and WET 222 all have "drifted" in terms of learning outcomes and content over the last few years. These changes are a result of improvements in my teaching skills and changes in industry requirements. I have proposed changes to the calendar descriptions, course names and course outlines to keep the college up to date on what I have been doing in my courses.

**Revision of courses:**

WET 111, WET 122, WET 201, WET 222

**Implementation date:** September 2019

**Cost:** N/A

## Arts and Foundational Programs

**ANTH 283 – 3 – 3**

**Globalization, Culture, and Resistance**

**New course**

**Rationale:**

This course has successfully been offered twice under the special topics code (ANTH 295) in both Vernon and Salmon Arm (winter 2016 and winter 2018). The course topic is timely, and relevant for students who are planning to enter careers in anthropology, geography, international development, and business. It has been a recommended elective for the Resistance and Revolution AA emphasis in Salmon Arm, and added another 200 level course to the roster of 2nd year Arts courses at the SA and KAL campuses. It could be included as an option for students completing degrees in the International Development program. Students who have taken this course in both 2016 and 2018 have applied for and been given general 200 level credit for it at TRU and Capilano.

**Calendar description:**

Globalization and culture intersect in multiple and complex ways. The aim of this course is to investigate the impact of globalization on the lives of individuals, families, and cultures. It will examine how people adapt to a rapidly changing world, and how they act individually and collectively to resist the forces of globalization. This topic will be approached through a variety of readings and films, with an emphasis on ethnography, in order to highlight the voices of individuals and better understand the impact of global forces at the local level.

**Prerequisites:**

ANTH 121

**Course outline:**

**ANTH 283—GLOBALIZATION, CULTURE, AND RESISTANCE**  
**WINTER 2018 MONDAY AND WEDNESDAYS 8:30-9:50 ROOM 131**

*Okanagan College (Salmon Arm Campus) is located within the unceded tradition lands of the Secwepemc Peoples.*

**Professor:** Amy Cohen

**Office:** 150

**Office hours:** M/W 10:15-11:15 and by appointment

**Email:** [acohen@okanagan.bc.ca](mailto:acohen@okanagan.bc.ca)

**Cell (call/text):** 250 309 5698

### **COURSE DESCRIPTION AND OBJECTIVES**

Globalization and culture intersect in multiple and complex ways. The aim of this course is to investigate the impact of globalization on the lives of individuals, families, and cultures. It will examine how people adapt to a rapidly changing world, and how they act individually and collectively to resist the forces of globalization. This topic will be approached through a variety of readings and films, with an emphasis on ethnography, in order to highlight the voices of individuals and better understand the impact of global forces at the local level.

**By the end of this course, students will be able to:**

- Describe the processes of globalization and explain why they can be described as 'uneven'
- Explain the historical pre-cursors to modern globalization
- Explain the effects of globalization on the concept of the nation-state and citizenship
- Explore the ways that global forces dissolve some barriers and builds up others
- Assess how the forces of globalization are gendered and racialized
- Describe the various ways people are resisting the processes of globalization

### **COURSE FORMAT AND READINGS**

While I will lecture, part of each class will be spent engaging in critical discussions of the readings, films, and current events that relate to course themes. There will also be a number of assignments/activities that

students will complete during class time. I expect every student to come to class having completed the required readings and ready to engage in discussions. It is also a requirement that you bring a print or digital copy of the readings we will be discussing to class each day.

**There is no text for this course.** The readings consist of book chapters and articles from a variety of sources that will be available on Moodle.

### **ASSESSMENT AND GRADING**

**Student-led discussions: 15%**

Each student will be responsible for choosing an article for the class to read that is related to class topics and leading class discussion for one session. The articles chosen must be posted at least 48 hours before the class period to allow everyone to read them. Each discussion will include a 15 minute presentation followed by the posing of several well-thought out discussion questions (have at least 3 prepared). Other class members should come to class having done the reading and prepared to engage in discussion.

**Section response papers: 45% (3 papers, 15% each)**

This course is divided into three sections, each with readings and films revolving around a broad theme. Students will write three response papers, one for each section of the course. These will be 500-700 words in length and will critically analyze and reflect on the course materials (readings, films, class discussions, lectures).

**Term project: 30% (proposal and annotated bibliography 10%, presentation 20%)**

In pairs or individually, students will conduct research on a topic of their choice related to globalization and culture. Each student or pair must meet with me outside of class time in Week 5 to discuss their topics and sources. Proposals and bibliography due in class Feb 21. Each student/pair must also meet with me in Week 11 to discuss their progress. The results of this research will be presented in the final week of class. **Note:** There is no written component of this project except for a final references cited page.

**Class participation 10% (5% for participation; 5% for attendance)**

Attendance and active participation in class is essential to make our discussions productive. The quality (not just quantity) of student contributions to class discussions will be weighed into their participation grade. Students who miss lecture are still responsible for the material covered on those days and will not be excused from submitting assignments due on the days absent.

<b>OKANAGAN COLLEGE'S GRADING SYSTEM</b>	
90 - 100 Percent	Letter Grade: A+
85 - 89 Percent	Letter Grade: A
80 - 84 Percent	Letter Grade: A-
76 - 79 Percent	Letter Grade: B+
72 - 75 Percent	Letter Grade: B Grades
68 - 71 Percent	Letter Grade: B-
64 - 67 Percent	Letter Grade: C+
60 - 63 Percent	Letter Grade: C Grades
55 - 59 Percent	Letter Grade: C-
50 - 54 Percent	Letter Grade: D Grades
0 - 49 Percent	Letter Grade: F Grades

### **COURSE SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments due</b>
1	Jan 3	Introductions	None	
2	Jan 8 Jan 10	What is globalization?	Scupin Inda & Rosaldo	

3	Jan 15 Jan 17	Globalization & anthropology	Hannerz Brotsky & Giles	
4	Jan 22 Jan 24	Multiculturalism	TBA Ameeriar	Student led discussion
5	Jan 29 Jan 31	Crime and globalization	Smith Campbell	Meet with Amy Paper 1
6	Feb 5 Feb 7	Global organ trade (film)	Scheper Hughes TBA	Student led discussion
7	<b>Reading week--No Classes</b>			
8	Feb 19 Feb 21	Kinship & reproduction	Collard & Kashmeri Cohen & Caxaj	Project proposal
9	Feb 26 Feb 28	Gendered mobilities	Ehrenreich & Hoschild Plambech	
10	Mar 5 Mar 7	Indigenous- environmentalist alliances	TBA Willow	Student led discussion Paper 2
11	Mar 12 Mar 14	Borders	Martinez Cohen	Meet with Amy
12	Mar 19 Mar 21	No borders	Anderson et al. TBA	Student led discussion
13	Mar 26 Mar 28	Tourism Intimate tourism	Guneratne & Bjork Frohlick	
14	April 4	Film		
15	April 9 April 11		TBA	Student led discussion/presentations Student presentations

Paper 3 due via email to me or in hardcopy to the main office on or before April 20<sup>th</sup>, 4 pm.

#### MISCELLANEOUS

**Disclaimer:** I reserve the right make changes to the course outline as I deem necessary. If I as the instructor, or we as a class, feel that we need to spend more or less time on a topic, I will alter the syllabus as needed. All changes will be updated on Moodle.

**Communication:** All classroom communication will be conducted through Moodle and all course materials (syllabus, assignment instructions, supplemental readings) will be posted there, so be sure to check the class Moodle site frequently. Please update your email address on Moodle to ensure you receive time sensitive communications.

**Late assignments:** No late assignments will be accepted unless accompanied by a doctor's note or for compassionate or religious reasons. If you think you may need to hand in an assignment late, contact me as soon as possible.

**Electronic Devices:** Although I am a believer in the appropriate use of technology, the use of electronic devices is extremely distracting to the instructor and other students. Therefore, no laptops, tablets, cell phones, or other personal devices are permitted during class unless you have an accommodation from Disability Services. If I see a student texting or talking on a cell phone I will ask them to leave class.

**Disability Services:** If you are you a student with a documented disability please contact a Disability Services Coordinator in Salmon Arm at: Phone: 250-xxx-xxxx or Email: xxxxxx@okanagan.bc.ca

**Plagiarism and Cheating:** According to the online Okanagan College calendar (<http://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicOffenses>), plagiarism is the 'presentation of another person's work or ideas without proper or complete acknowledgment'. You MUST be familiar with OC's policies and procedures regarding plagiarism and other academic offences. There is also an excellent guide on how to recognize and avoid plagiarism available at: <http://www.indiana.edu/~wts/wts/plagiarism.html>

**Student conduct:** Okanagan College's students have the right to work, learn and socialize in a supportive, safe and healthy environment. The College is committed to developing a sense of community that is dedicated to creating a working and learning environment of the highest quality - one which is characterized by mutual respect, consideration, social and moral development of its members and is free

from harassment, discrimination and any form of disruptive behaviour or violence. For more information about student responsibilities, please consult the Student Conduct Policy on the Okanagan College's online calendar: <http://webapps-5.okanagan.bc.ca/ok/Calendar/StudentConduct>

List of readings: ANTH 283, Winter 2018

(Listed in order they will be read throughout the semester)

Ameeriar, L. (2012). The Sanitized Sensorium. *American Anthropologist*, 114: 509–520.  
doi:10.1111/j.1548-1433.2012.01449.

Scupin, R. (2016). *Cultural Anthropology: A Global Perspective*. Boston, MA: Pearson.

Inda, JX., and Rosaldo, R. (2007). *The anthropology of globalization. A reader*. Bellvue, WA: Rockwell Publishing.

Hannerz, U. (2003). Several Sites in One. In T. Erikson (Ed.) *Globalisation: Studies in Anthropology* (pp. 18-38). London: Pluto Press

Brotsky, S. and Giles, D. (2007). Inside the “Pro-ana” Community: A Covert Online Participant Observation. *Eating Disorders: Journal of Treatment and Prevention* 15(2).

<https://doi.org/10.1080/10640260701190600>

Smith, A. (2009) Nigerian scam e-mails and the charms of capital. *Cultural Studies*, 23(1), pp. 27-47.

Campbell, H. (2008). Female Drug Smugglers on the US-Mexico Border: Gender, Crime, and Empowerment. *Anthropological Quarterly* 81(1): 233-267

Scheper-Hughes, N. (2000). The Global Traffic in Human Organs. *Current Anthropology* 41 (2):191-224

Collard, C. and Kashmeri, S. (2011) Embryo Adoption: Emergent forms of Siblingship among Snowflake Families. *American Ethnologist* 38(2):307–322.

Cohen, A. and Caxaj, S. (2018). Bodies and Borders: Migrant women farmworkers and the struggle for sexual and reproductive justice in British Columbia, Canada. *Alternate Routes* 19:90-.

Ehrenreich, B. Hochschild, A. (2004). *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Henry and Holt Company.

Plambech, S. (2010). From Thailand with Love – Transnational Migration in the Global Care Economy. In *Sex Trafficking, Human Rights, and Social Justice*. In T. Zheng, (Ed), pp. 32-48. London: Routledge.

Willow, A. (2012) Re(con)figuring Alliances: Place Membership, Environmental Justice, and the Remaking of Indigenous-Environmental Relationships in Canada's Boreal Forest. *Human Organization*: 71(4): 371-382.

Martinez, O. (2013) *The Beast: Riding the Rails and Dodging Narcos on the Migrant Trail*. New York, NY: Verso.

Cohen, A (2019). “Slavery hasn’t ended, it has just become modernized”: Border Imperialism and the Lived Realities of Migrant Farmworkers in British Columbia, Canada. *Acme: An International Journal for Critical Geographies* 18(1): 130-148.

Anderson, B., Sharma, N. and Wright, C. (2009). Editorial: Why no Borders? *Refuge* 26(2):5-18.

Guneratne, A. and Bjork, K. (2015). Village Walks: Tourism and Globalization among the Tharu of Nepal. In J. Spradley, D. McCurdy, and D. Shandy (Eds.) *Conformity & Conflict: Readings in Cultural Anthropology*. Boston, MA: Pearson.

Frohlick, S. (2013) Intimate Tourism Markets: Money, Gender, and the Complexity of Erotic Exchange in a Costa Rican Caribbean Town. *Anthropological Quarterly* 86(1):133-162

**Implementation date:** January 2020

**Cost:** N/A

**SOCI 216 – 3 – 3**

**Media and Society**

**Course revision:**

- **Calendar description**
- **Prerequisites**

**Rationale:**

1). Course description: SOCI 216 is one of the original courses transferred from OUC. The current course description is outdated. The proposed course description allows for the inclusion of internet-based media



and communication practices and, therefore, better reflects current approaches in the sociology of media. 2).  
 Course prerequisite: The Sociology Department has been revising the pre-requisites for its 200 level courses. Changing the prerequisite as SOCI 111 will keep this course attuned with other sociology courses.

**Calendar description:**

Existing:

Examination of the form and content of mass communication in contemporary society. The relationship between culture, social behaviour and public channels of communication such as the news, advertising, television, film and popular literature will be subject to critical and contextual analysis

Proposed:

This course examines the roles of mass, news, and social media in society from a sociological perspective. It analyzes how media are shaped by political, economic, sociocultural, and technological forces, how they influence social values, social relations, and behaviors, and how they facilitate social change. Students will learn theoretical perspectives and apply these tools to critically evaluate media organizations, practices, and content.

**Prerequisites:**

Existing	Proposed
SOCI 111 and SOCI 121	SOCI 111

**Implementation date:** May 2019

**Cost:** N/A

**POLI 114 – 3 – 3**

**Engaging in International Development**

**New course**

**Rationale:**

This proposed course is developed in accordance with the future programming goals set in department's education plan in 2013. By providing students with the applied knowledge and skills required in the fields of international development and global politics, this course will assist our graduates to understand the complexity of "doing development" on the field. This course will fill a niche in the curriculum and help us to attune our course offerings with other institutions. Apart from its contribution to the advancement of knowledge, this course will also contribute to innovative curriculum development of the college by providing a much-needed course for the International Development Diploma program and future applied degree programs.

**Calendar description:**

This introductory course emphasizes the notion of "doing development". Students will learn and apply the knowledge, skills and ethical values associated with real-world development practice and policy-making. The course explores the roles, complexities, opportunities and constraints confronted by various actors involved in development issues and answers questions such as: What does ethical development practice and policy look like? How do development actors influence social justice? What makes a particular development project successful?

**Course outline:**

## POLI 114

### ENGAGING IN INTERNATIONAL DEVELOPMENT

#### COURSE DESCRIPTION

This introductory course emphasizes the notion of “doing development”. Students will learn and apply the knowledge, skills and ethical values associated with real-world development practice and policy-making. The course explores the roles, complexities, opportunities and constraints confronted by various actors involved in development issues and answers questions such as: What does ethical development practice and policy look like? How do development actors influence social justice? What makes a particular development project successful?

#### LEARNER OUTCOMES

Upon successful completion of this applied learning course, students will enhance real-world, career-based knowledge and skills, including:

- Recognize the complexities and ambiguities in the conception of and approaches to “development”;
- Explain what “works” and does not work in a development project or policy;
- Ably discuss the various roles, opportunities and challenges faced by an array of development actors, including donors, government departments, aid agencies, and non-profit organizations;
- Increase one’s independent ability think creatively and to collaboratively conduct problem solving to the challenges of doing development in practice;
- Gain awareness of and develop various applied skills – writing, presentation; collaboration--employed by development professionals in the development sector (e.g. consultants, policy makers, NGO administrators or volunteers, project managers).

#### TEXTBOOK AND REQUIRED READINGS:

- (1) Jerrold Keilson and Michale Gubser (Editors). *The Practice of International Development*. 1st Edition. 2017, Routledge. [**Hereafter: K&G Textbook**]
- (2) Donovan Russell (2013). *Choosing a Career in International Development: A Practical Guide to Working in the Professions of International Development*. Virtualbookworm.com Publishing.
- (3) Other required readings from various sources will be posted electronically on Moodle.

#### COURSE ASSIGNMENTS EVALUATION

Participation:	5%
Reading Quizzes:	15% (5 quizzes x 3% each)
Research Project:	40% (Consisting of: <i>Proposal 10%; Team Oral Presentation 10%; Final Report 20%</i> )
Mid-term Assessment:	15%
Final Exam:	25%

#### INFORMATION ON COURSE EVALUATION & ASSIGNMENTS

##### Participation (5%)

In this highly interactive class, students will gain participation grades in multiple ways including: asking and answering questions in class discussions; sharing their ideas drawn from the readings; working with pairs and small groups on practical, real-world problems and cases; reflecting upon their own values, experiences, and emotions in assessing case studies and issues covered in class; and critically assessing specific problems and seeking creative solutions of development practice and policy.

#### Reading Quizzes (15% -- 5 quizzes worth 3% each)

Students will earn 15% of their grade from short reading quizzes. Each of the five quizzes are valued at 3% of the final grade. These quizzes assist students in assessing their own learning progress, incentivize students to keep up with the required readings, and provide an excellent opportunity to review the main themes discussed in the course. The types of questions asked in quizzes might be: multiple choice, true or false, fill in the blanks, define or identify concepts, short-answer questions. Students who present a documented medical or emergency reason for missing a quiz could write a make-up quiz online.

#### Research Project on Development in Practice (40%)

##### **(Consisting of Proposal 10%; Team Presentation 10%; and Final Report 20%)**

The research project, worth 40% of the grade, aims to assist students to recognize and develop various applied skills employed by development professionals in the development sector (e.g. consultants, policy makers, NGO administrators or volunteers, project managers.) In order to ensure an abundance of peer- review and instructor review, the team presentations will be scheduled for each class after the mid-term assessment.

The research and writing project is graduated by building on several steps. Each step will allow students to benefit from peer-based and professor-based feedback opportunities, and ideally, feedback from an actual development professional who might operate as a mentor. The project begins with a Project Proposal that is directed at a project that improves either (a) the practice of specific development agency or organization, or project in the field; or (b) improves a specific government policy. Second, after receiving feedback, teams will orally present their proposals to the class. The third and final part of the project entails the write-up of the team's final report, to which each team member will independently contribute. A detailed outline and grading rubric will be provided to students, and reviewed in class, early in the semester.

Some of the key skills to be developed in this research project are: understanding of group dynamics; organizational, communications and writing skills; analytic skills of problem identification and analysis; critical evaluation of ideas; understanding of planning and implementation stages; time management and fulfillment of timelines, and responsiveness to client needs; and collaboration skills.

#### Mid-term Assessment (15%)

One in-class exam will count for 15% of the final course grade. The assessment will be of mixed format on the material covered in the readings, lectures and discussions. Both collaborative and individual portions of the exam will enable students to synthesize and critically reflect upon what they have learned in the first half of the course. A missed exam without proper documentation will result in a grade of "F".

#### Make-up Assessment:

Make-up exams will only be given under extraordinary circumstances supported with professional documentation, and advance warning about a student's absence provided to the professor. It is students' responsibility to schedule a make-up exam.

#### Final Exam (25%)

The final exam, worth 25%, is cumulative and will be scheduled by the College during the Final Exam period at the end of the semester. The exam format will be similar to mid-term assessment. More details on the final exam will be provided at a later date, and class time will be devoted to preparing students for the exam.

### **SCHEDULE OF TOPICS AND READINGS**

#### **Week 1: Introduction to the Course: The Three Pillars of Development--Theory, Policy and Practice**

*Class Activity:* Review of Course Syllabus, course and OC policies. Students will create a "code of ethics" to guide our cooperation and discussions through the semester.

#### *Required Readings:*

- Owen Barder (2015). *A Development Policy for the 21st Century*. Center of Global Development. Online at: <https://www.cgdev.org/blog/development-policy-21st->

century

- K&G Textbook, Chapter 3. “Balancing the Contradictions: The Business and the Practice of International Development.”

*Week 2: Critical Thinking and Differing Perspectives of Development Studies*

*Class Activity:* Students will work on identifying the inter-connections and gaps between Development Theory and Development Practice.

*Required Readings:*

- Britha Mikkelsen (2012). Chapter 4. “Different Types of Development Studies: Purpose, Methods and Design”. In Britha Mikkelsen, *Methods for Development Work and Research: A New Guide for Practitioners*. SAGE Publications.

**Week 3: Identifying and Assessing the Role of Stakeholders in Development Policy & Practice**

*Class Activity:* Small groups will conduct, and present a “stakeholder analysis” that identifies the various actors and interests in a “policy community” (network) for a specific development issue (e.g. water sanitation, children’s rights, global health,

*Required Readings:*

- K&G Textbook, Chapter 4. “Relationships, Emotional Intelligence, and the Management of International Development Programs.”
- David Hulme and Sophie King (2017). “Understanding Global Poverty Reduction: Ideas, Actors and Institution.” In Paul Haslam, Jessica Shafer and Pierre Beaudet Haslam et al., *Introduction to International Development: Approaches, Actors, Issues, and Practice*. Third Edition. Oxford University Press.

*Week 4: The Features of Effective Aid and the Notions of “Participation” and “Ownership”*

*Class Activity:* Guided by Oxfam’s elements of effective aid, small groups will enumerate and rationalize the

features of effective aid in the aftermath of humanitarian disasters.

Online at: <https://www.oxfamamerica.org/press/oxfam-presses-for-most-effective-use-of-international-aid-for-tsunami-survivors/>

*Required Readings:*

- Steve Radelet. “Once More into the Breach: Does Foreign Aid Work?” *Brookings Institute*, May 8, 2017. Online at: <https://www.brookings.edu/blog/future-development/2017/05/08/once-more-into-the-breach-does-foreign-aid-work/>
- Channing Arndt, Sam Jones and Finn Tarp (2016). “What Is the Aggregate Economic Rate of Return to Foreign Aid?” *The World Bank Economic Review*, Volume 30, Issue 3, 1 October 2016, Pages 446–474.

*Week 5: The Policy Process, Participation and the Power of Knowledge in Development Practice and Policy*

*Class Activity:* By critically evaluating the “Orientalist” approach, students will begin to understand the power of Western-based language, knowledge, and discourses and policies over “others” of different cultures, economic classes, ethnicities.

*Required Readings:*

- K&G Textbook, Chapter 8. “Participation and Partnerships: Power Plays in Lowland Bolivia.”
- Britha Mikkelsen (2012). “Participation in Development - The Concept and Critical Perspectives.” Chapter 2 in Britha Mikkelsen, *Methods for Development Work and Research: A New Guide for Practitioners*. SAGE Publications.

**Week 6: Good Practice: The Ethics of Development Practice and NGO Codes of Conduct**

**Class Activity:** Students will critically assess the *Istanbul Principles for Civil Society Organization Effectiveness*.

**Required Readings:**

- Jay Drydyk and Lor Keleher (editors) (2018). *Routledge Handbook of Development Ethics*.

Read: Chapter 1 "Introduction" and Chapter 2 "Global Ethics"

- Des Gasper (2016). "Ethics of Development." In Paul Haslam, Jessica Shafer, and Pierre Beaudet, *Introduction to International Development: Approaches, Actors, Issues, and Practice*. Third Edition. Oxford University Press.
- Istanbul Principles for Civil Society Organization Effectiveness. Online at: <https://ngoperformance.org/2011/08/18/the-istanbul-principles-for-cso-effectiveness/>  
And see: <https://www.bccic.ca/istanbul-principles/>

**Week 7: Mid-Term Assessment (1<sup>st</sup> half) and Proposal Writing Workshop (Second Half)**

- Mid-term covers all lectures, discussions and required readings from Classes 1-5.
- After the mid-term, we will reconvene for an instructor-led workshop on proposal writing and other vital research skills in the second half of the class.

**Week 8: Gender Analysis and Gender Mainstreaming in Development Policy and Practice**

**Activity:** Students will critically assess Canada's new Feminist International Assistance Policy through a gendered lens. Online at: [https://www.canada.ca/en/global-affairs/news/2017/06/canada\\_s\\_feministinternationalpolicy.html](https://www.canada.ca/en/global-affairs/news/2017/06/canada_s_feministinternationalpolicy.html)

-We will also review how to conduct peer reviews in advance of the team presentations next week.

**Required Readings:**

- Britha Mikkelsen (2012). Chapter 6 "Selected Development Issues and Approaches". In Britha Mikkelsen, *Methods for Development Work and Research: A New Guide for Practitioners*. SAGE Publications.
- Judy El-Bushra (2000). "Rethinking Gender and Development Practice for the Twenty- First Century." *Gender and Development*, Vol. 8, No. 1, pp. 55-62.

**Week 9: Professional Development and Choosing a Career in International Development and Becoming a 'Global Citizen'**

**Class Activity:** Team Presentations and Peer Reviews

Students will create a survey instrument on Global Citizenship, apply it to fellow students, and then assess the data collected.

**Required Readings:**

- Donovan Russel (2013). *Choosing a Career in International Development: A Practical Guide to Working in the Professions of International Development*.  
Read: Chapter 2 "A Complex and Worthy Profession" and Chapter 14 "Character, Beliefs, Convictions, and Practices A Career for Me."
- Larry A Braskamp (2008). "Developing Global Citizens." *Journal of College and Character*, 10:1, pp. 1-5. Online at: <https://www.gpi.hs.iastate.edu/documents/DevelopingGlobalCitizens.pdf>
- Paul Sherman. "Why the World Needs More Global Citizens." *The Conversation*, September 29, 2017. Online at: <https://theconversation.com/why-the-world-needs-more-global-citizens-84680>

**Week 10: Development Projects I: Planning, Implementing Evaluating Development Projects**

**Class Activity:** Team Presentations and Peer Reviews

Groups will apply the main principles of project management to a hypothetical project in a developing country, or a local project (e.g. food security, homelessness).

**Required Readings:**

- Donovan Russel (2013). "Development Management", Chapter 11 in *Choosing a Career in International Development: A Practical Guide to Working in the Professions*

*of International Development.*

- David Potts (2016). "Planning and Appraising Development Projects." Chapter 27 in Paul Haslam, Jessica Shafer, and Pierre Beaudet, *Introduction to International Development: Approaches, Actors, Issues, and Practice*. Third Edition. Oxford University Press.

*Week 11: Development Projects II: Case Studies in Education Projects*

*Class Activity:* Team Presentations and Peer Reviews

Students will assess the hidden barriers to effective development projects in the area of education, and derive possible solutions to overcome these barriers.

*Required Readings:*

- K&G Textbook, Chapter 1. "Children Can't Wait: Effective Development Assistance for School Readiness in Jordan."
- K&G Textbook, Chapter 2. "Of High Hopes and Input-Driven Development."
- K&G Textbook, Chapter 11. "Education for Development: Theoretical Perspectives and the Nigerian Situation."

*Week 12: Development Projects III: Case Studies in Sustainability Projects*

*Class Activity:* Team Presentations and Peer Reviews

Following the model of SDG Youth Bootcamps, student task forces will develop an action plan for a specific and concrete way to implement one of the 17 SDGs in our local community. For those interested in SDG Bootcamps, see: <https://www.bccic.ca/sdg-bootcamp-2019/>

*Required Readings:*

- United Nations. "About the Sustainable Development Goals (SDGs)". Online at: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- K&G Textbook, Chapter 6. "The Walls of Kano: USAID Education Programming in North Nigeria and the Problem of Sustainability."
- K&G Textbook, Chapter 5. "Sustainability in Development Projects: How Do We Do It, and Do We Really Want To?"

*Week 13: Conclusions and Wrapping Up: Critically Assess the Skills, Knowledge and Aptitudes of Development Professionals*

*Activity:* Students will share their reflections to the class on what they have learned about themselves – skills/knowledge acquired or needing development, career plans in development if any, and what they have learned about development policy and practice during the course. (3 minutes each student).

*Required Readings:*

- ☑ K&G Textbook, Chapter 12. "Fantasy, Reality, and Illusion in International Aid: Challenges NGO Workers Face in the Field."

**Implementation date:** September 2019

**Cost:** N/A

**POLI 213 – 3 – 3**

**Canada in International Development**

**New course**

**Rationale:**

This proposed course is developed in accordance with the future programming goals set forth in department's education plan in 2013. By providing students with the applied knowledge and skills required in understanding Canada's role in international development, this course will fill a niche in the curriculum and help us to attune our course offerings with other institutions in the field. Apart from its contribution to the advancement of knowledge, this course will also contribute to innovative curriculum development of the college by providing a much-needed course for the International Development Diploma program and future applied degree programs.

**Calendar description:**

This course studies Canada's involvement in the evolution of international development policy and practice. The course establishes an overview of Canada's engagement with developing countries in a historical perspective. With this context, the course explores the actors, content and processes involved in developing Canada's own international development policies, such as foreign aid, food aid, trade, security and peace, and sustainability. Specific policies and practices involving Canadian development actors are used to critically analyze international development policy issues.

**Prerequisites:**

3 credits in Political Science or second year standing.

**Course outline:**

**POLI 213**

**CANADA IN INTERNATIONAL DEVELOPMENT**

**COURSE DESCRIPTION:**

This course studies Canada's involvement in the evolution of international development policy and practice. The course establishes an overview of Canada's engagement with developing countries in a historical perspective. With this context, the course explores the actors, content and processes involved in developing Canada's own international development policies, such as foreign aid, food aid, trade, security and peace, and sustainability. Specific policies and practices involving Canadian development actors are used to critically analyze international development policy issues.

**LEARNER OUTCOMES:**

By the end of the course, students will:

- Gain a much deeper understanding of the various actors, institutions, and processes of making Canada's International Policy as it pertains to international development;
- Empirically and normatively (ethically) evaluate Canada's approach to international development, inclusive of government policy, private-sector investments, and charitable (third sector) projects;
- Hone abilities to think about complexities and controversies of the real-world as they relate to Canada's position or status in the world as a "middle power" (as opposed to a small or superpower) trying to 'do good' in the world;
- Develop skills of being a Global Citizen, or Global Citizenship, starting with awareness of development problems both at home and in countries around the world.
- Enhance applicable and professional skills, inclusive of critical thinking, problem solving, numeracy, communications and writing skills, and policy analysis.

**TEXTBOOK AND REQUIRED READINGS:**

- (1) The textbook for the course is Mahmoud Masaeil and Luchlan T. Muron (editors). *Canada and the Challenges of International Development and Globalization*, University of Ottawa Press, 2018. ISBN-13: 978-0776626369 Online at: <https://press.uottawa.ca/canada-and-the-challenges-of-international-development-and-globalization.html>
- (2) Other required readings, along with class handouts, grading rubrics, and assignment instructions will be posted electronically on Moodle.

## COURSE EVALUATION

Participation and Reading Quizzes:	10
% Mid-term Exam	20
%	
Team Case Study of Canada's Role in Development	20% (oral presentation and 2-page report)
Research Paper	25% (with abstract worth 5%)
Final Exam	25%

## DETAILS ON EVALUATION AND COURSE ASSIGNMENTS

### *Participation and Reading Quizzes (10%)*

In the highly interactive learning approach for the course, students will need to participate in class lectures, discussions and small group exercises in order to merit a strong participation grade. There are many ways students can garner a strong participation grade: ask and answer questions in class; engage in class discussions that demonstrate students understanding of required readings; share real-world events related to Canada's role in the world and in international development; participate in pair and small group exercises, and individualized reflection questions.

Throughout the course students will have the opportunity to complete five short reading quizzes to assist in assessing their understanding of the course materials. Reading quizzes should be expected at any class, and will assess your understanding of the readings for that particular class. These quizzes will be short and take only about 10 minutes to complete. Quizzes might be done independently or, sometimes, in small teams. Quiz performance accounts for half of the participation grade.

### *Team Case Study on Canada's Role in Development (20%)*

Team presentations will occur throughout the semester, with only one team presenting each class. We will start presentations after the mid-term assessment. Crucial 21<sup>st</sup> century skills include collaborative teamwork, critical thinking, problem solving and communications (written and oral). To develop this skill set, students will collaboratively work on and present a case study relevant to our course subject. Teamed up with one or two other students, pairs or small groups will orally present a case study on an issue relevant to Canada's role in international development. A case study is an in-depth examination of one particular "case" or "observation", such as:

- Canada's role in addressing one specific issue related to international (or local) development (e.g. water, poverty, homelessness, mental health, hunger, inequality, transitional justice in post-conflict regions, etc.)
- A governmental institution or agency involved in development, especially in policy-making
- A development organization, either in the not-for-profit or for-profit sector
- A public policy or government/institutional program or project conducted by Canadian actors (e.g. Canada's foreign aid, food aid, feminist development assistance policy, democracy promotion abroad, etc.)
- An inspirational leader or interesting individual who has shifted our ideas or norms in the development policy or practice
- A debate (e.g. should Canada conduct peace enforcement missions? Should Canada provide poorer countries foreign aid or help our own poor, struggling citizens? Is Canadian aid based on self-interest or altruism?)

This assignment consists of two parts: [1] An oral presentation and [2] a written component. First, for the oral, **each** team member will speak for approximately 7-10 minutes. Groups should prepare several discussion questions for the class, and be prepared to answer questions from the class about their topic. Teams will sign up for a specific date for their presentation in the second



week of the semester, or when they have decided upon a date. Second, each student will submit a two-page (double-spaced) essay, which is due one week after the in-class presentation. An essay presents and defends a specific argument or thesis, and should be properly cited. Detailed instructions and a grading rubric will be posted atop Moodle and reviewed in class.

### **Mid-term Exam (20%)**

The mid-term exam will be about one hour, and will cover all materials covered to that date. The exam will be of mixed-format: multiple-choice, fill-in-the blanks, defining concepts, true/false and short and longer essay questions.

#### *Make-up Exams:*

A missed exam without proper documentation will result in a grade of "F". Make-up exams will only be given under extraordinary circumstances, i.e., a serious illness or death, which must be supported with official documentation.

#### *Abstract & Annotated Bibliography – for the Research Paper (5%)*

The abstract – maximum 300 words—is the first step toward completing your research paper. The objective of the abstract is to summarize your thinking to date on your final research essay, including a discussion of the main argument (or thesis) and which points and evidence you will raise to make your argument persuasive to the reader. The abstract serves as an initial draft of the final research paper. Done well, the abstract will guide you and facilitate your efforts to write the research paper, and can be developed into your paper's Introduction.

The following should be included in the abstract:

- The working title of your paper (ideally indicating the topic and the argument)
- the essay's broad topic (e.g. Canada's changing role in development and security; Canada's development efforts in Haiti; British Columbia's growing network of development-based NGOs);
- The essay's thesis or argument (e.g. Canada's foreign aid is insufficient; gender inequality can be overcome in Canada; Canada's role in promoting human rights and development in the United Nations requires reform).
- The main points to be made in supporting your thesis/argument/position.
- How the paper is to be organized (i.e. sections in the paper to help you advance your argument).

In addition to the abstract, you will research and write an Annotated Bibliography. This is a brief (2-3 sentence) description of the core ideas/arguments of at least **five** useful, relevant and peer-reviewed sources (beyond course readings) you have found that pertain to your topic. More details on this assignment will be reviewed in class, along with practice exercise, with instructions posted on Moodle.

#### *Research Paper (20%)*

Students will research and write an essay on an approved topic relevant to Canada's role in international development policy or practice. The research essay will be approximately 3000 words and use 12-point pitch with 1" margins on 8.5" X 11" paper. The essay will make reference to, and properly cite, at least **five** academic or peer-reviewed references such as book chapters or academic journal articles. You might cite a quotation, data or evidence, ideas, a case study or some other relevant aspect of each cited reference. You will, of course, read more than these five references to write an excellent essay. The MLA (Modern Language Association) citation style is required. For more information on this particular citation style see the Library resource page at: <http://www.okanagan.bc.ca/Page10236.aspx> Detailed instructions on the research essay along with a grading rubric will be discussed thoroughly in class, and posted on Moodle.

#### *Final Exam (25%)*

The take-home form of exam allows students to think deeply, under less stressful conditions, about their answers, and provides another opportunity to practice writing well-structured, coherent, arguments that persuade the reader. Questions will be provided on the last day of class, and students will be given at least one week to prepare and submit their answers through Moodle. Extensive instructions will be provided along with the exam questions.

## SCHEDULE OF LECTURE TOPICS & READINGS

### PART I. HISTORY & EVOLUTION OF CANADA'S ROLE IN INTERNATIONAL DEVELOPMENT

Week 1: Introduction to the Course: An Overview of Major Themes of the Course

*Activity:* We will review the Syllabus, and course policies, followed by a brief introductory lecture.

*Required Readings:*

- Yves Engler (2009). *The Black Book of Canadian Foreign Policy*. New Brunswick: Fernwood Publishing. --Read Chapters 1 and 2.
- Textbook Chapter 15: "Our Role: A Moral Case for Helping or an Ethical Duty to Strive for Justice?"

Week 2: Evolution of Development Theory and Canada's Leadership Role in the Development 'Project'

*Required Readings:*

- Textbook Chapter 1: "Canada as an Example of International Development and Globalization."
- Textbook Chapter 2: "International Development: An Overview of Definitions, Historical Evolution, and Debates."
- Jocelyn Coulon (2018). "Where is Canada Placed in the World on its Return?" *Canadian Foreign Policy*, Volume 24, Issue 2, pp. 238-242.

Week 3: Canada's Role in Building the Postwar International Order and Development Institutions

*Required Readings:*

- Laura Macdonald (2018). "Canada Goes Global: Building Transnational Relations between Canada and the World, 1968-2017." *Canadian Foreign Policy*, Vol. 24, Issue 3, pp.358-371.
- Textbook Case Study 1: "Canada and the Shaping of the International Order, 1942-2017."

Week 4: Globalizing Canada: Canada's Integration into the Global Economy and "Trade-for-Development" Policies

*Required Readings:*

- Textbook Chapter 3: "Globalization: Definitions, Debates, and Relation to International Development."
- Textbook Chapter 13: Canada and the "Emerging Economies": Not Aid, But Not Just Trade."
- Bridget Steele. "Trade with Developing Countries and Development Assistance: Case Studies on the Link Between Canadian ODA and Bilateral Trade Potential." (8 pp.) Canadian International Development Platform, July 2018. Online at: <http://cidpnsi.ca/wp-content/uploads/2018/07/Trade-with-Developing-Countries-and-Development-Assistance-CIDP.pdf>

Week 5: Perspectives on Decolonizing Canada's Development Policy and Practice

*Required Readings:*

- Claire Turenne Sjolander and Kathryn Trevenen (2011). "Constructing Canadian Foreign Policy: Myths of Good International Citizens, Protectors and the War in Afghanistan" " in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*, eds. Duane Bratt and Christopher J. Kukuca, p.96-108.
- Textbook Chapter 9: "Challenging the Colonialism at the Heart of Western Development: A Decolonizing Perspective."
- Paul Haslam, N.A. Tanimoune and Z.M. Razeq. (2018). "Do Canadian Mining Firms Behave Worse Than Other Companies? Quantitative Evidence from Latin America." *Canadian Journal of Political*

*Science*, Volume 51, Issue 3, pp. 521-551.

#### Week 6: MID-TERM ASSESMENT AND RESEACH AND WRITING SEMINAR

- The mid-term in the first half of class will cover all materials and class discussions from classes 1 to 5.
- The second half of class will be devoted to an instructor-led seminar on research and writing in preparation for the remaining course assignments. (i.e. team case study and finalpaper).

### **PART II. ACTORS & PROCESSES OF DEVELOPMENT POLICY-MAKING**

#### Week 7: Canada's 3D Approach to International Policy: Development, Defense and Diplomacy

##### *Required Readings:*

- Daryl Copeland (2018). "Innovation, Adaptation and Foreign Policy in the Age of Globalization: Is Global Affairs Canada Fit for Purpose?" *Canadian Foreign Policy*, Volume 24, Issue 3, pp. 372-377.
- Foreign Affairs Canada (2005). *Canada's International Policy Statement: A Role of Pride and Influence in the World*. Online at:<http://publications.gc.ca/site/eng/274692/publication.html>
- Andrew Godefroy (2010). "Canada's International Policy Statement Five Years Later. Canadian Defence and Foreign Affairs Institute. (24 pp.) Online at: [https://d3n8a8pro7vhm.cloudfront.net/cdfai/pages/41/attachments/original/1413662062/Canadas\\_International\\_Policy\\_Statement\\_Five\\_Years\\_Later.pdf?1413662062](https://d3n8a8pro7vhm.cloudfront.net/cdfai/pages/41/attachments/original/1413662062/Canadas_International_Policy_Statement_Five_Years_Later.pdf?1413662062)

#### Week 8: Democratizing Canadian Development Policy: Role of Civil Society in Policy Making

##### *Required Reading:*

- Textbook Chapter 7: "Development and Globalization: The Role of Canadian Civil Society."
- Mark Neufeld (2011). "Democratization in/of Canadian Foreign Policy: Critical Reflections" in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*, eds. Duane Bratt and Christopher J. Kukucha,, p.109-123.
- Kim Nossal et al, (2011). "Society and International Policy", in *International Policy and Politics in Canada*, Kim Nossal, et al, eds. pp.84-116.

#### Week 9: Canada's Private Sector as Partners in Development: Ethical Issues and Evaluation of the Canadian Extractive Sector

##### *Required Reading:*

- Textbook Chapter 12: "Canada's Aid Program and the Private Sector."
- Open Canada: "Panel: The Ethics of Mining and Development." March 10, 2015.
- Susana C. Mijares Peña (2014). "Human Rights Violations by Canadian Companies Abroad". *Western Journal of Legal Studies*. Online at: <https://ir.lib.uwo.ca/cgi/viewcontent.cgi?referer=https://www.bing.com/&httpsredir=1&article=1105&context=uwojls>

### **PART III. CASE STUDIES OF CANADA'S DEVELOPMENT POLICY**

#### Week 10: Canada's Foreign Aid and Food Aid Policies: Priorities and Partners *Abstract and Annotated Bibliography is due.*

##### *Required Readings:*

- Textbook Chapter 4: "Canada's Aid Program since 1945."
- Hunter McGill (2012). "Canada among Donors: How Does Canadian Aid Compare?" Chapter 2 in Stephen Brown (2012). *Struggling for Effectiveness: CIDA and Canadian Foreign Aid*.
- Jennifer Clapp (2010). "Responding to the Food Crisis: The Untying of Canadian FoodAid."

Week 11: Canada's Feminist International Assistance

*Required Readings:*

- CIDP (2018). "Foreign Assistance - Canada's Turn to Feminist International Assistance: Transformational or Incremental?" *In Canada on the Global Stage: Where to Next? 2018 Data Report*, pp.11-21. Online at: <http://cidpnsi.ca/wp-content/uploads/2018/12/CIDP-Canada-on-the-Global-Stage-2018-Data-Report.pdf>
- John Sinclair. "Canada's New Feminist Development Policy: The Good, the Bad and the Next Steps." *OpenCanada.org*, June 16, 2017. Online at: <https://www.opencanada.org/features/canadas-new-feminist-development-policy-good-bad-and-next-steps/>

Week 12: Canada as Norm Entrepreneur: Humanitarian Intervention, the Responsibility to Protect and the Human Security Paradigm

*Required Readings:*

- Textbook Case Study 3: "Canada and the Responsibility to Protect"
- Textbook Chapter 14: "Canada and the Security-Development Nexus in Fragile and Conflict-affected States/Situations."
- D. Bratt (2007). "Warriors or Boy Scouts? Canada and Peace Support Operations", in D. Bratt and C. Kukucha (eds.), *Readings in Canadian Foreign Policy*, pp. 238-248.  
*Studied in Class:*
- "Responsibility to Protect": Report on the International Commission on Intervention and State Sovereignty. (2001). Online at: <http://responsibilitytoprotect.org/ICISS%20Report.pdf>

Week 13: Canada's Commitments to the Sustainable Development Goals (SDGs), 2015-2030

Research Paper is due today. Submit hard copy to the professor prior to class.

*Required Readings:*

- United Nations Sustainable Development Goals.  
Online at: <https://sustainabledevelopment.un.org/?menu=1300>
- Canadian Council for International Cooperation (CCIC). *Third Edition of Progressing National SDGs Implementation*. January 30, 2019. Online at: <https://ccic.ca/third-edition-of-progressing-national-sdgs-implementation/>
- BCCIC Policy Brief: Developing National SDG Implementation Strategies. January 28, 2019. (15 pp.). Online at: <https://www.bccic.ca/bccic-policy-brief-developing-national-sdg-implementation-strategies/>

**Implementation date:** September 2019

**Cost:** N/A

## **Diploma in International Development**

### **Program revision:**

- **Program description**
- **Graduation requirements**
- **Addition of courses**
- **Deletion of courses from the program**
- **Program outline**

### **Rationale:**

International Development is a dynamic and multidisciplinary field of study. There have been some significant changes and new directions in the field since we first introduced the International Development diploma program at Okanagan College in 2012. Some major changes include the integration of sustainable

development into development, and implementation towards more applied, innovative, socially driven approaches to address intensely complex development issues. With this proposed program revision, the department aims to add new courses and a new specialization to the current diploma program in order to update our program in accordance with these new directions.

Since the inception of the program, there are, now, more post-secondary institutions in BC offering similar programs with more comprehensive course offerings and degree specializations. This proposed program revision aims to harmonize our course offerings with other institutions. Our department is also working towards establishing block-transfer agreements with degree-granting institutions in BC and this revision will help us to get a better transfer opportunities for our graduating students

The proposed program revisions are in keeping with Okanagan College's Strategic Plan, emphasizing continuous improvement in our world, diversity, sustainability, collaboration and innovation, along the College's ongoing efforts at "internationalization" in creating globally aware and responsible "global citizens". This revision has multiple aspects:

1. Revision of the number of required courses for graduation.

a) Moving BUAD to the INDE-Management option will reduce the number of required courses for all options down to 24 credits.

b) This change will resolve the transferability problems that students in governance option experience with BUAD 201. Adding this course as a required course to the Management option will protect the integrity of the management option of the program.

2. Deletion of ENGL 199 as an English Elective. This course was developed to meet ENGL requirement for UBC. It has not been offered since 2014 and is not transferable to other post-secondary institutions.

The remainder of the revisions are related to the governance option and have no consequences for the management option. They are:

3. Adding new ARTS electives to the Governance option of the diploma program. Significant number of courses, relevant for the international development diploma program, have been developed by ARTS departments since the last program review over four years ago. This revision will add these new courses into the program in order to offer more and relevant ARTS electives courses to our students. This change will also help us in our efforts to develop block-transfer agreements with other institutions.

4. Increasing number of POLI electives from 3 to 6 credit. Adding new Political Science Courses as breadth electives aims to align the breadth requirements of the diploma program with receiving institutions.

5. Reducing number of History requirements from 6 to 3 credits. This change is required for various reasons:

a) Harmonizing the number of History courses required in receiving institutions for future block-transfer agreements

b) Easing up the pressure on our diploma students and the history department by adding more electives among the History course options.

6. Increasing the number of ARTS electives in the "Governance" option as 15 credits

7. Keeping "specialization" elective courses at 12 credits would give room for students to take an additional prerequisite courses in their chosen specialization within the 60 credits required in the diploma program.

8. Introducing a "breadth" requirement in elective courses to encourage students to look at the issues of development from a multi-disciplinary perspective and better understand the multidimensional aspect of development.

9. Replacing "emphasis" with "specialization" to prevent confusion over the "emphasis" requirements and harmonize with program language used in other institutions.

10. Adding "Sustainable Development" as a new "specialization" to the program. Sustainable Development has become a crucial aspect of international development providing a shared "blueprint for peace and prosperity for people and the planet and into the future". Sustainable Development has become a United Nations initiative and a growth sector in international development. This new specialization will also be in line of the strategic development Plans of the College.

### **Program description:**

Existing:

The International Development Diploma is designed for learners who are interested in working with organizations involved in development projects across the globe. The program provides learners an opportunity to engage with current global issues such as poverty; environmental degradation; racial and gender discrimination; corruption and lack of economic and financial transparency; and political deficiency. Upon successful completion of this program, learners have acquired a multidisciplinary understanding of the

current issues in international development and will apply appropriate techniques to analyze the issues and problems of development in the global context.

The diploma has two options:

- I. International Development Governance. In this option, students will have a choice of further emphases in:
  - a. Women and Development;
  - b. Environment and Development;

II. International Development Management, a joint Diploma Program between Arts and Business.

All Arts courses in this Diploma program have university studies credits, providing students with the option of further study in either international development or other related disciplines. Business courses are transferred on a course-by-course basis.

Students are advised to verify with the appropriate Department Chair or Dean that the specific course offerings will be offered within a two-year cycle if students intend to complete the Diploma in two years.

Proposed:

The International Development Diploma is designed for learners who are interested in working with organizations involved in development projects across the globe. The program provides learners an opportunity to engage with current global issues such as poverty; environmental degradation; racial and gender discrimination; corruption and lack of economic and financial transparency; and political deficiency. Upon successful completion of this program, learners have acquired a multidisciplinary understanding of the current issues in international development and will apply appropriate techniques to analyze the issues and problems of development in the global context.

The diploma has two options:

- I. International Development Governance. In this option, students will have a choice of further specializations in:

- a. Women and Development
- b. Environment and Development;
- c. Sustainable Development

II. International Development Management, a joint Diploma Program between Arts and Business.

All Arts courses in this Diploma program have university studies credits, providing students with the option of further study in either international development or other related disciplines. Business courses are transferred on a course-by-course basis.

Students are advised to verify with the appropriate Department Chair or Dean that the specific course offerings will be offered within a two-year cycle if students intend to complete the Diploma in two years.

**Graduation requirements:**

Existing	Proposed
Required Courses for all options: 27 credits BUAD 201 is a required course for all options HIST required courses for Governance option: 6 credits POLI elective courses for Governance option: 3 credits ARTS elective courses for Governance option: 12 credits	Required Courses for all options: 24 credits BUAD 201 is a required course for the Management option HIST required courses for Governance option: 3 credits POLI elective courses for Governance option: 6 credits ARTS elective courses for Governance option: 15 credits

**Addition of courses:**

ANTH 214; ANTH 215; ANTH 260; ANTH 283; CMNS 110; CMNS 280; ECON 202; ECON 335; EESC 101; GEOG 128; GEOG 201; GEOG 210; GEOG 250; GEOG 311 ; GSWS 201; GSWS 206, GSWS 207; GSWS 215; HIST 126; HIST 230; IDST 101; IDST 102; IDST 201; IDST 202 ; PHIL 114 ; POLI 114; POLI 213; POLI 339; POLI 346; SOCI 206; SOCI 212; SOCI 213; SOCI 217; SOCI 219; SOCI 224; SOCI 226; SOCI 269; SOCI 303

**Deletion of courses from the program:**

ENGL 199

**Program outline:**

International Development Diploma	
Current	Proposed

I. Required Courses (all options)	I. Required Courses (all options)
BUAD 201 Conflict Resolution and Negotiation	
ECON 115 Principles of Microeconomics	ECON 115 Principles of Microeconomics
ECON 125 Principles of Macroeconomics	ECON 125 Principles of Macroeconomics
ECON 261 Economics of Developing Countries	ECON 261 Economics of Developing Countries
POLI 101 Introduction to Politics	POLI 101 Introduction to Politics
POLI 112 Understanding International Development	POLI 112 Understanding International Development
POLI 220 The Politics of Human Rights	POLI 220 The Politics of Human Rights
POLI 221 Global Politics	POLI 221 Global Politics
POLI 222 Global Political Economy	POLI 222 Global Political Economy
<b>II. International Development Governance Option</b>	<b>II. International Development Governance Option</b>
	ANTH 121 Introduction to Cultural Anthropology
<b>All of the following:</b>	

ANTH 121 Introduction to Cultural Anthropology	<b>One of the following</b>
HIST 115 Contemporary World from 1900 to World War II	HIST 115 Contemporary World from 1900 to World War II
HIST 125 Contemporary World from World War II to the Present	HIST 125 Contemporary World from World War II to the Present
	HIST 126 History of Western Civilization 1789 to the Present
	HIST 230 Warfare and Terrorism Since 1945

**POLI and ECON Electives:**

<b>One from the following:</b>	<b>One of the following:</b>
ECON 210 Women and the Economy (or GSWS 211)*	ECON 210 Women and the Economy
ECON 260 Poverty and Inequality	ECON 260 Poverty and Inequality
ECON 271 Environmental and Natural Resource Economics	ECON 271 Environmental and Natural Resource Economics
<i>Students in the Environment and Development Emphasis (Governance Option) with credit for ECON 271 as their ECON elective cannot also take it as an Arts elective in their emphasis.</i>	<i>Students in the Environment and Development Emphasis (Governance Option) with credit for ECON 271 as their ECON elective cannot also take it as an Arts elective in their emphasis.</i>
<b>Plus one of the following:</b>	<b>Two of the following</b>
	POLI 114 Engaging in International Development

POLI 202 Women and Politics (or GSWS 202)*	POLI 202 Women and Politics
POLI 206 Religion and Politics	POLI 206 Religion and Politics
POLI 211 Comparative Government	POLI 211 Comparative Government
POLI 240 Contemporary Political Ideologies	POLI 240 Contemporary Political Ideologies
	POLI 213: Canada in International Development
	POLI 339 Sustainable Development
	POLI 346 Institutions of Global Governance
<i>* Students in Women and Development Emphasis cannot take ECON 210/WMST 211 or POLI 202/WMST 202 as their POLI and ECON electives in the International Governance Option.</i>	<i>* Students in Women and Development specialization cannot take ECON 210 or POLI 202 as their POLI and ECON electives in the International Governance Option.</i>

### English Electives

### English Electives

<b>Two from the following:</b>	<b>Two of the following:</b>
ENGL 100 University Writing	ENGL 100 University Writing
ENGL 150 Critical Writing and Reading: Poetry and Drama	ENGL 150 Critical Writing and Reading: Poetry and Drama
ENGL 151 Critical Writing and Reading: Short Fiction and the Novel	ENGL 151 Critical Writing and Reading: Short Fiction and the Novel
ENGL 153 Critical Writing and Reading: Narrative	ENGL 153 Critical Writing and Reading: Narrative
ENGL 199 Arts Studies in English	
<i>** Students with credit for ENGL 100 may not take ENGL 199 for further credit. (Students planning to transfer to UBC Vancouver are advised to complete ENGL 199.)</i>	

### Arts Electives

(Unless students wish to gain an emphasis. See below list of Arts electives for emphasis):

### Arts Electives

<b>Four from the following:</b>	<b>Five of the following:</b>
ANTH 180 Communicating Across Cultures	ANTH 180 Communicating Across Cultures
ANTH 213 Women in Cross-cultural Perspective (or GSWS 213)	ANTH 213 Women in Cross-cultural Perspective
	ANTH 214 Family in Cross-cultural Perspective
	ANTH 215 Religion in Cross-cultural Perspective
ANTH 245 Culture and the Environment	ANTH 245 Culture and the Environment
	ANTH 260 Ethnobotany: Plants and People
	ANTH 283 Globalization, Culture and Resistance



	ANTH 245 Culture and the Environment
CMNS 100 Introduction to Communications	CMNS 100 Introduction to Communications
	CMNS 110 Introduction to Mass Communication
CMNS 230 Communication and Culture	CMNS 230 Communication and Culture
	CMNS 280 Applied Communication
EESC 101 Environmental Science	EESC 101 Environmental Science
	ECON 202 Intermediate Macroeconomic Analysis
	ECON 335: The Economics of Social Issues
ENGL 222 Studies in International Literature in	ENGL 222 Studies in International Literature in
	GEOG 128 Human Geography: Space, Place and Community
GEOG 129 Human Geography: Resources, Development and Society	GEOG 129 Human Geography: Resources, Development and Society
	GEOG 201 Food and Society
	GEOG 210 Introduction to Environmental Issues
	GEOG 221 Economic Geography
	GEOG 250 Introduction to Urban Geography
	GEOG 311 Environmental Management
GSWS 100 Introduction to Gender, Sexuality, and Women's Studies	GSWS 100 Introduction to Gender, Sexuality, and Women's Studies
	GSWS 201 Gender Justice, Resistance
	GSWS 206 Gender and Labor
	GSWS 207 Gender and Sexuality in Religion
	GSWS 222 Eco-Feminism
HIST 241 Late Imperial China	HIST 241 Late Imperial China
HIST 250 Post-Independence Latin American	HIST 250 Post-Independence Latin American
HIST 251 The Chinese Republics	HIST 251 The Chinese Republics
HIST 271 Modern India	HIST 271 Modern India
	IDST 101 Resistance and Revolution in the

	IDST 102 Resistance and Revolution in the Neocolonial Period
	IDST 201 Strategies of Resistance and Revolution
	IDST 202 Praxis of Resistance and Revolution
	PHIL 114 Introduction to Logic and Critical
PHIL 241 Contemporary Moral Issues	PHIL 241 Contemporary Moral Issues
PHIL 251 Environmental Ethics	PHIL 251 Environmental Ethics
PSYC 121 Introduction to Psychology: Personal Functioning	PSYC 121 Introduction to Psychology: Personal Functioning
SOCI 111 Introduction to Sociology I	SOCI 111 Introduction to Sociology I
SOCI 121 Introduction to Sociology II	SOCI 121 Introduction to Sociology II
SOCI 202 Introduction to Social Problems	SOCI 202 Introduction to Social Problems
	SOCI 212 Race and Ethnic Relations I
	SOCI 213 Sex, Gender and Society I
	SOCI 217 Consumer Society

	SOCI 219 Sociology and Religion
	SOCI 224 Men and Masculinities
	SOCI 226 Work, Technology and Social Change
	SOCI 269 Studies in Sexualities
	SOCI 303 Environmental Sociology
	<b><i>The Breadth Requirement: students cannot take more than two courses from the same discipline</i></b>
<b>Emphasis in Women and Development</b>	<b>Specialization in Women and Development</b>
<i>Students must choose their Arts electives from the following courses to gain the emphasis in Women and Development:</i>	<i>Students must choose four of their Arts electives from the following courses to gain the specialization in Women and Development:</i>
<b>Four from the following:</b>	<b>Four of the following:</b>
ANTH 213 Women in Cross-cultural Perspective	ANTH 213 Women in Cross-cultural Perspective
	ANTH 214 Family in Cross-cultural Perspective
ECON 210 Women and the Economy	ECON 210 Women and the Economy
POLI 202 Women and Politics	POLI 202 Women and Politics
GSWS 100 Introduction to Gender, Sexuality, and Women's Studies	GSWS 100 Introduction to Gender, Sexuality, and Women's Studies
	GSWS 201 Gender Justice, Resistance
	GSWS 207 Gender and Sexuality in Religion
GSWS 215 Gender and Popular Culture	GSWS 215 Gender and Popular Culture
GSWS 222 Eco-Feminism	GSWS 222 Eco-Feminism
	SOCI 213 Sex, Gender and Society I
	SOCI 224 Men and Masculinities
	SOCI 269 Studies in Sexualities

**The Breadth Requirement: students cannot take more than two courses from the same discipline**

**Specialization in Environment and Development**

Students must choose four of their Arts electives from the following courses:

## Emphasis in Environment and Development

<b>Four from the following:</b>	<b>Four of the following:</b>
ANTH 245 Culture and the Environment	ANTH 245 Culture and the Environment
ANTH 260 Ethnobotany: Plants and People	ANTH 260 Ethnobotany: Plants and People
ECON 271 Environmental and Natural Resource Economics	ECON 271 Environmental and Natural Resource Economics
EESC 101 Environmental Science	EESC 101 Environmental Science
GEOG 129 Human Geography: Resources, Development and Society	GEOG 129 Human Geography: Resources, Development and Society
GEOG 201 Food and Society	GEOG 201 Food and Society
	GEOG 210 Introduction to Environmental Issues
	GEOG 311 Environmental Management
	GSWS 222 Eco-Feminism
PHIL 251 Environmental Ethics	PHIL 251 Environmental Ethics
	SOCI 303 Environmental Sociology
	<b>The Breadth Requirement: students cannot take more than two courses from the same discipline</b>
	<b>Specialization in Sustainable Development</b>
	<i>Students must choose four of their Arts electives from the following courses to gain the specialization in Sustainable Development:</i>
	Four from the following:
	GEOG 221 Economic Geography
	GEOG 250 Introduction to Urban Geography
	GSWS 206 Gender and Labor
	ECON 202 Intermediate Macroeconomic Analysis
	ECON 210 Women and the Economy
	ECON 335: The Economics of Social Issues
	POLI 339 Sustainable Development
	POLI 346 Institutions of Global Governance
	SOCI 217 Consumer Society
	SOCI 226 Work, Technology and Social Change

**One of:**

	HIST 250 Post-Independence Latin American History
	HIST 251 The Chinese Republics
	HIST 271 Modern India
<b>III. International Development Management Option</b>	<b>III. International Development Management Option</b>
All of the following:	All of the following:
BUAD 111 Financial Accounting I	BUAD 111 Financial Accounting I
BUAD 116 Marketing	BUAD 116 Marketing
BUAD 123 Management Principles	BUAD 123 Management Principles
BUAD 128 Computer Applications I	BUAD 128 Computer Applications I
BUAD 195 Financial Management	BUAD 195 Financial Management
	BUAD 201 Conflict Resolution and Negotiation
BUAD 209 Business Law	BUAD 209 Business Law
BUAD 262 Organizational Behaviour	BUAD 262 Organizational Behaviour
BUAD 269 Human Resources Management	BUAD 269 Human Resources Management
One of the following:	One of the following:
ECON 205 Managerial Economics	ECON 205 Managerial Economics
ECON 210 Women and the Economy	ECON 210 Women and the Economy
(or GSWS 211)	(or GSWS 211)
ECON 260 Poverty and Inequality	ECON 260 Poverty and Inequality
ECON 271 Environmental and Natural Resource Economics	ECON 271 Environmental and Natural Resource Economics
<b>Communication or English electives:</b>	<b>Communication or English electives:</b>
	<b>Two of the following</b>
CMNS 112 Professional Writing I	CMNS 112 Professional Writing I
*CMNS 122 Professional Writing II	CMNS 122 Professional Writing II
* With permission of the Business Administration department other CMNS or ENGL courses may be substituted.	
Or two of the following acceptable ENGL courses:	
ENGL 100 University Writing	ENGL 100 University Writing
ENGL 150 Critical Writing and Reading: Poetry and	ENGL 150 Critical Writing and Reading: Poetry and
ENGL 151 Critical Writing and Reading: Short Fiction and the Novel	ENGL 151 Critical Writing and Reading: Short Fiction and the Novel
ENGL 153 Critical Writing and Reading: Narrative	ENGL 153 Critical Writing and Reading: Narrative
**ENGL 199 Arts Studies in English	
** Students with credit for ENGL 100 may not take ENGL 199 for further credit. (Students planning to transfer to UBC Vancouver are advised to complete ENGL 199.)	

**Implementation date:** September 2019

**Cost:** N/A

**EAPS 010 – 140 hours****English for Academic Purposes Scholarship 1****New course****Rationale:**

We are proposing to integrate the existing reading and writing courses in the EAP Certificate, replacing the single-skill courses. After EdCo approved a lower-level integrated reading and writing course, ELRW 010, in 2018, we began offering it. The feedback from both students and instructors has been positive. Reading and writing are closely linked because they depend on many of the same skills, strategies, and knowledge. Academic assignments usually link writing assignments with reading and research that students do beforehand or concurrently. Provincially, the majority of the ESL providers have integrated programs. Of the 19 public and private articulation partners, 13 programs have integrated programs with a four-skill integration or a two-skill integration. Students will have a more stream-lined schedule.

**Calendar description:**

This low-intermediate course develops reading and writing skills for work, academic, or personal reasons. Students read articles, short essays, and fiction. Students write paragraphs and short essays in the range of 500-750 words. Skill development helps students reach the writing outcomes for Canadian Language Benchmark Level 5/6 and the reading outcomes for 6/7.

**Prerequisites:**

A minimum grade of 65% required in ELRW 030; or placement at Level 4 Reading and Writing OCELA.

**Course outline:****EAPS 010 140 hours**

English for Academic Purposes  
Scholarship 1

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**COURSE DESCRIPTION**

This low-intermediate course develops reading and writing skills for work, academic, or personal reasons. Students read articles, short essays, and fiction. Students write paragraphs and short essays in the range of 500-750 words. Skill development helps students reach the writing outcomes for Canadian Language Benchmark Level 5/6 and the reading outcomes for 6/7.

**COURSE OUTCOMES**Reading

- 1.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.
- 2.identify the gist of longer passages.
- 3.analyze sections of texts to identify key words, main ideas and supporting ideas or details. 4.make inferences with limited accuracy and effectiveness.
- 5.use context, title, headings, pictures and format to make predictions about the information and content of a text that are correct most of the time.
- 6.adjust reading rate according to task (skimming and scanning to find general and specific information).
- 7.use strategies such as basic outlines and graphic organizers to illustrate the organization and content of texts.
- 8.use context to guess some unfamiliar words and discern high frequency patterns and sound/symbol relationships.
- 9.understand modified or simplified English definitions and explanations for unfamiliar words and phrases some of the time (rather than relying exclusively on definitions and explanations from first language oral, print, or electronic source).
- 10.support personal opinions (about information or ideas presented in a text) based on personal experience.
- 11.follow a set of clear instructions for basic concrete tasks.
- 12.locate and interpret information in basic formatted texts such as maps, tables and charts.

Writing

1. use a limited number of simple pre-writing and planning techniques (e.g., free writing, basic outlines, brainstorming).
2. 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.
3. with some guidance, revise drafts of compositions to improve organization, topic sentences, basic use of transitions, use of support details, and purpose.
4. write short paragraph compositions with clear topic sentences, major supports with some details, and conclusion sentences.
5. use very basic complex sentence patterns (e.g., most adverb clauses and simple adjective clauses with “that” and “who”) as well as simple and compound patterns.
6. with some guidance, use grammatical structures required for the writing topics and paragraph development styles at this level.
7. with some guidance use vocabulary and phrasing appropriate to the topic and task.
8. use personal experience to write compositions that are clearly explained, well organized, and incorporate basic elements of critical thinking (e.g., cause and effect, objective viewpoint).
9. incorporate short, simple direct speech patterns and reported speech patterns into writing.
10. within specific time restraints, plan, draft, and write well organized and well-written compositions in response to given topics suitable for this level.
11. use a variety of writing strategies in a sustained passage to improve fluency (e.g., journal writing).
12. complete functional writing tasks to meet personal and academic needs.

**COURSE MATERIAL**

Longman Academic Writing 3  
 Longman Academic Reading 2  
 Penguin Classic Novel at level 4-5  
 English-English learner dictionary

**COURSE EVALUATION**

Reading and Writing Assignments .....	40%
Quizzes [2x10%].....	20%
Mid Term Test .....	20%
Final Exam .....	20%

**Please Note**

1. Use English at all times in the classroom. This includes the break times.
2. Missed or late assignments, quizzes and tests will receive a lower grade or zero.
3. This curriculum may change at the discretion of the instructor.
4. The passing grade is 65%. The skipping grade is 90% or more.
5. Cheating of any kind, including plagiarism and cheating on tests, will receive a zero.  
 If you cheat, you will get 0 on that test, quiz or assignment.  
 Please see <http://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicOffenses>.
6. Attendance is expected. Please note, there are **two kinds** of absences.

The **first kind** of absence is **excused**. An excused absence is an acceptable reason to miss class. Acceptable reasons to miss a class include these examples:

- a) Immigration Canada problems such as a late study visa;
- b) personal illness with a doctor’s note;
- c) medical treatment with a doctor’s note;
- d) death in the immediate family (parents and children);
- e) job interview;
- f) legal proceedings;
- g) care for an ill or injured dependent or spouse;
- h) responsibilities as a parent or guardian (e.g., conference with a school teacher).

The **second kind** of absence is **unexcused**. An unexcused absence is an unacceptable reason to miss a class. Unacceptable reasons include these examples:

- a) missing all or part of any scheduled class or lab;
- b) arriving more than ten minutes late for class;
- c) returning more than 10 minutes late from a scheduled break;
- d) leaving class at any time for more than 10 minutes;
- e) missing more than 5 consecutive hours of class without one of the acceptable reasons above.

#### Attendance Policy

If a student has more than five **unexcused** absences [examples above], the student's instructor may recommend directly to the Dean or Designate that the student's course registration be cancelled, thereby resulting in a status of "TA" (Terminated for Unsatisfactory Attendance) being assigned for the course.

**Implementation date:** January 2020

**Cost:** N/A

## **EAPS 020 – 140 hours**

## **English for Academic Purposes Scholarship 2**

### **New course**

### **Rationale:**

We are proposing to integrate the existing reading and writing courses in the EAP Certificate, replacing the single-skill courses. After EdCo approved a lower-level integrated reading and writing course, ELRW 010, in 2018, we began offering it. The feedback from both students and instructors has been positive. Reading and writing are closely linked because they depend on many of the same skills, strategies, and knowledge. Academic assignments usually link writing assignments with reading and research that students do beforehand or concurrently. Provincially, the majority of the ESL providers have integrated programs. Of the 19 public and private articulation partners, 13 programs have integrated programs with a four-skill integration or a two-skill integration. Students will have a more stream-lined schedule.

### **Calendar description:**

This high-intermediate course continues to develop reading and writing skills for work, academic, or personal reasons. Students read articles, essays, and fiction. Students write paragraphs and essays in the range of 750-1000 words. Skill development helps students reach the writing outcomes for Canadian Language Benchmark Level 7 and the reading outcomes for 7/8.

### **Prerequisites:**

A minimum grade of 65% required in EAPS 010; or placement at Level 5 Reading and Writing OCELA.

### **Course outline:**

#### **EAPS 020 140 hours**

#### English for Academic Purposes Scholarship 2

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#### COURSE DESCRIPTION

This high-intermediate course continues to develop reading and writing skills for work, academic, or personal reasons. Students read articles, essays, and fiction. Students write paragraphs and essays in the range of 750-1000 words. Skill development helps students reach the writing outcomes for Canadian Language Benchmark Level 7 and the reading outcomes for 7/8.

#### COURSE OUTCOMES

##### Reading

1. 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.
2. analyze sections of texts to discern main ideas, supporting details, fact and opinion, purpose and meaning.
3. make inferences with some accuracy.

4. use a variety of suggested or provided resources to get information (e.g., library catalogues, simple databases, handbooks, Internet sites).
5. use context, title, headings and format to predict and determine information about a text.
6. adjust reading rate according to task (skimming and scanning a variety of passages, including visually complex texts, to find general and specific information).
7. use strategies such as detailed outlines and graphic organizers to illustrate the organization and content of texts.
8. demonstrate comprehension of reading passages despite some ambiguity (e.g., low frequency idioms, abstract terms, or culturally-dependent references).
9. use the decoding strategies of context clues and recognition of affixes and roots to understand unfamiliar vocabulary.
10. 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).
11. support opinions (about information or ideas presented in a text) based on personal experience and information from other text sources.
12. follow a set of instructions for common tasks even when steps are not listed in order.
13. locate and interpret information contained in simple formatted texts such as maps, diagrams, tables, and timelines.

### Writing

1. use a number of pre-writing and planning techniques (free writing, outlining, brainstorming, etc.)
2. 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.
3. revise composition drafts to improve organization, topic sentences, use of transitions, use of support details, purpose, and formality.
4. use basic and some advanced complex sentence patterns as well as an expanding range of simple and compound patterns.
5. with some guidance, use grammatical structures required for the writing topics and paragraph development styles at this level.
6. with some guidance use vocabulary and phrasing appropriate to the formality level, topic, and task.
7. write longer paragraph compositions with clear topic sentences, major supports with some details, and conclusion sentences.
8. 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.
9. 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.
10. incorporate both direct speech and reported speech into task appropriate writing (e.g., narrative writing, report writing).
11. within specific time restraints, plan, draft, and write well organized and well-written compositions in response to given topics suitable for this level.

### **COURSE MATERIAL**

*Pathways 2 Reading and Critical Thinking*

*Focus 3 Reading and Vocabulary*

*From Great Paragraphs to Great Essays* by Keith Folse

Instructor-provided material

### **COURSE EVALUATION**



In and out of Class Reading and Writing Assignments	35%
Quizzes	20%
Midterm Exam	20%
Final	25%

**PLEASE NOTE:**

1. Use English at all times in the classroom. This includes the break times.
2. Missed or late assignments, quizzes and tests will receive a lower grade or zero.
3. This curriculum may change at the discretion of the instructor.
4. The passing grade is 65%.
5. Cheating of any kind, including plagiarism and cheating on tests, will receive a zero.  
If you cheat, you will get 0 on that test, quiz or assignment.  
Please see <http://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicOffenses>.
6. Attendance is expected. Please note, there are **two kinds** of absences.

The **first kind** of absence is **excused**. An excused absence is an acceptable reason to miss class. Acceptable reasons to miss a class include these examples:

- a) Immigration Canada problems such as a late study visa;
- b) personal illness with a doctor's note;
- c) medical treatment with a doctor's note;
- d) death in the immediate family (parents and children);
- e) job interview;
- f) legal proceedings;
- g) care for an ill or injured dependent or spouse;
- h) responsibilities as a parent or guardian (e.g., conference with a school teacher).

The **second kind** of absence is **unexcused**. An unexcused absence is an unacceptable reason to miss a class. Unacceptable reasons include these examples:

- a) missing all or part of any scheduled class or lab;
- b) arriving more than ten minutes late for class;
- c) returning more than 10 minutes late from a scheduled break;
- d) leaving class at any time for more than 10 minutes;
- e) missing more than 5 consecutive hours of class without one of the acceptable reasons above. Attendance Policy

If a student has more than five **unexcused** absences [examples above], the student's instructor may recommend directly to the Dean or Designate that the student's course registration be cancelled, thereby resulting in a status of "TA" (Terminated for Unsatisfactory Attendance) being assigned for the course.

**Implementation date:** January 2020

**Cost:** N/A

**EAPS 030 – 140 hours**

**English for Academic Purposes Scholarship 3**

**New course**

**Rationale:**

We are proposing to integrate the existing reading and writing courses in the EAP Certificate, replacing the single-skill courses. After EdCo approved a lower-level integrated reading and writing course, ELRW 010, in 2018, we began offering it. The feedback from both students and instructors has been positive. Reading and writing are closely linked because they depend on many of the same skills, strategies, and knowledge.

Academic assignments usually link writing assignments with reading and research that students do beforehand or concurrently. Provincially, the majority of the ESL providers have integrated programs. Of the 19 public and private articulation partners, 13 programs have integrated programs with a four-skill integration or a two-skill integration. Students will have a more stream-lined schedule.

**Calendar description:**

This low-advanced course develops academic reading and writing skills. Students read textbook selections, articles, essays, poetry, and fiction. Students write essays in the range of 1000-1250 words. Skill development helps students reach the reading and writing outcomes for Canadian Language Benchmark Level 8.

**Prerequisites:**

A minimum grade of 65% required in EAPS 020; or placement at Level 6 Reading and Writing OCELA.

**Course outline:**

**EAPS 030 140 hours**

English for Academic Purposes  
Scholarship 3

**COURSE DESCRIPTION**

This low-advanced course develops academic reading and writing skills. Students read textbook selections, articles, essays, poetry, and fiction. Students write essays in the range of 1000-1250 words. Skill development helps students reach the reading and writing outcomes for Canadian Language Benchmark Level 8.

**COURSE OUTCOMES**

Reading

- 1.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.
- 2.analyze sections of texts to identify major and minor supporting points, transitions, discourse patterns, bias, tone, purpose and audience, fact and opinion.
- 3.make inferences and discern implied meanings independently with increasing accuracy.
- 4.select reading materials of interest or relevant to an assigned task, using library resources and other sources of print media including instructor-provided materials and suggested electronic media.
- 5.use context (including source and author information), title, headings and format to predict and determine information about a text.
- 6.Identify appropriate resources and use standard reference materials (e.g., dictionaries, encyclopedias, catalogues, manuals, databases, Internet sites) to clarify terms or concepts from reading.
- 7.make useful study notes from readings that show recognition of most main and supporting ideas and of important specific information.
- 8.adjust reading rate and reading strategies (e.g., preview, skim, scan, search) according to the complexity of material and purpose for reading.
- 9.use a range of decoding strategies and context clues to determine meanings of unfamiliar and/or technical terms.
- 10.understand English definitions and explanations for unfamiliar words and phrases most of the time (relying only sometimes on bilingual print material or bilingual oral, print, or electronic sources).
- 11.compare and contrast the opinions or ideas of two or more writers on similar topics.
- 12.follow instructions for more specialized tasks even where sequence or order must be inferred.
- 13.locate and interpret information contained in moderately complex formatted texts such as forms, tabled, graphs, schedules, and course calendars.

## Writing

1. use pre-writing and planning techniques (free writing, outlines, graphic organizers, etc.).
2. 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.
3. revise composition drafts to improve clarity of expression, organization, selection and use of transitions, statements of main ideas, use of support details, and formality.
4. with some guidance, use more complex grammatical structures (some types of reduced clauses, more common passive forms, more common conditional forms, etc.) with simple, compound, and complex sentences.
5. with some guidance use vocabulary and phrasing appropriate to the formality level, subject area, topic, and task.
6. with guidance, write formatted compositions that rationally and reasonably present, explain, argue, or persuade for a viewpoint and that include some acknowledgment of possible opposing views.
7. with some guidance, write formatted expository compositions that accurately summarize, report, or explain an event or viewpoint.
8. with some guidance, write shorter length essays that incorporate an introduction (leading to a clear thesis statement), somewhat detailed paragraphs, and a conclusion paragraph. The writing task requires the selection and organization of information, adherence to a basic style guide, some specific formatting requirements, and basic source documentation (in-text citations and references). Selection of information may include some independently sourced print and/or online material or be only from a provided variety of print materials and/or suggested online material.
9. write accurate and concise paraphrases and summaries of sources that are moderately complex in vocabulary, phrasing, and structure.
10. incorporate quotations and paraphrases capably into writing using basic techniques to introduce and/or comment on the source material.
11. use appropriate citation practices for quotations and paraphrases originating from simple, straightforward sources (e.g., secondary sources, single authors).
12. within specific time restraints, plan, draft, and write well organized and well-written longer paragraph and short essay compositions in response to given topics suitable for this level.

## COURSE MATERIAL

Inside Reading 3

*The Great*

*Gatsby* Academic

Inquiry 3

Longman Academic Writing Series Level 4: Essays

Teacher Handouts on Moodle

## COURSE EVALUATION

Quizzes	20
Essay Assignment #1	10
Essay Assignment #2	10
Reading Assignment	10
Midterm	20
Final Exam	30

## **Please Note**

1. Use English at all times in the classroom. This includes the break times.
2. Missed or late assignments, quizzes and tests will receive a lower grade or zero.
3. This curriculum may change at the discretion of the instructor.
4. The passing grade is 65%.
5. Cheating of any kind, including plagiarism and cheating on tests, will receive a zero.  
If you cheat, you will get 0 on that test, quiz or assignment.  
Please see <http://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicOffenses>.
6. Attendance is expected. Please note, there are **two kinds** of absences. The **first kind** of absence is **excused**. An excused absence is an acceptable reason to miss class. Acceptable reasons to miss a class include these examples:

- a) Immigration Canada problems such as a late study visa;
- b) personal illness with a doctor's note;
- c) medical treatment with a doctor's note;
- d) death in the immediate family (parents and children);
- e) job interview;
- f) legal proceedings;
- g) care for an ill or injured dependent or spouse;
- h) responsibilities as a parent or guardian (e.g., conference with a school teacher).

The **second kind** of absence is **unexcused**. An unexcused absence is an unacceptable reason to miss a class. Unacceptable reasons include these examples:

- a) missing all or part of any scheduled class or lab;
- b) arriving more than ten minutes late for class;
- c) returning more than 10 minutes late from a scheduled break;
- d) leaving class at any time for more than 10 minutes;
- e) missing more than 5 consecutive hours of class without one of the acceptable reasons above.

#### Attendance Policy

If a student has more than five **unexcused** absences [examples above], the student's instructor may recommend directly to the Dean or Designate that the student's course registration be cancelled, thereby resulting in a status of "TA" (Terminated for Unsatisfactory Attendance) being assigned for the course.

**Implementation date:** January 2020

**Cost:** N/A

## **EAPS 040 – 140 hours**

## **English for Academic Purposes Scholarship 4**

### **New course**

### **Rationale:**

We are proposing to integrate the existing reading and writing courses in the EAP Certificate, replacing the single-skill courses. After EdCo approved a lower-level integrated reading and writing course, ELRW 010, in 2018, we began offering it. The feedback from both students and instructors has been positive. Reading and writing are closely linked because they depend on many of the same skills, strategies, and knowledge. Academic assignments usually link writing assignments with reading and research that students do beforehand or concurrently. Provincially, the majority of the ESL providers have integrated programs. Of the 19 public and private articulation partners, 13 programs have integrated programs with a four-skill integration or a two-skill integration. Students will have a more stream-lined schedule.

### **Calendar description:**

This high-advanced course develops academic reading and writing skills. Students read textbook selections, articles, essays, and a novel. Students write essays in the range of 1250-1500 words. Skill development helps students reach the reading and writing outcomes for Canadian Language Benchmark Level 9.

### **Prerequisites:**

A minimum grade of 65% required in EAPS 030; or placement at Level 7 Reading and Writing OCELA.

**Course outline:**

**EAPS 040 140 hours**  
English for Academic Purposes  
Scholarship 4

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**COURSE DESCRIPTION**

This high-advanced course develops academic reading and writing skills. Students read textbook selections, articles, essays, and literature. Students write essays in the range of 1250-1500 words including a research essay and a literature essay. Skill development helps students reach the reading and writing outcomes for Canadian Language Benchmark Level 9 and Adult Basic Education English 12.

**COURSE OBJECTIVES****1. Critical and Creative Thinking**

- recognize tone, including irony and understatement in literature or writing .
- evaluate argument for validity, reliability, currency and objectivity
- recognize structural elements associated with particular standard formats for literary communication
- demonstrate an awareness and understanding of the power of language in literary communication; 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
- recognize elements of clear communication
- demonstrate organizational thought processes to solve problems
- evaluate argument for validity, reliability, currency and objectivity
- demonstrate an understanding of how communication formats influence language choices and usage
- record, organize and store information read, heard or viewed
- support a position by citing specific details from what has been read, heard or viewed
- explore diverse perspectives to develop or modify one's point of view
- assess one's own knowledge and use of language
- assess information for completeness, accuracy, currency, relevance, balance or perspectives and bias
- analyse different presentations of the same information to reconsider positions
- assess ways in which language reflects and influences values and behaviour

**2. Reading, Research and Reference**

- evaluate the effectiveness of one's own and others' written material (literary)
- 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
- interpret details in and draw conclusions from information presented in a variety of print and graphic formats, including electronic formats
- read articles, books, stories and poetry

### 3. Written Communication

- apply a writing process approach (pre-write, draft, revise, edit)
- produce work that demonstrates effective organization, support (eg. examples, evidence) and sentence structure.
- gather, evaluate, synthesize, and organize information into a research paper or report of approximately 1500 words using an appropriate documentation style ( e.g. APA, MLA 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

### COURSE MATERIAL

- Teacher developed materials
- Rhonda Liss & Jason Davis: Effective Academic Writing- The Researched Essay
- Keith Folse; Tison Pugh: Great Writing 5 (from Great Essays to Research)
- Of Mice and Men by John Steinbeck (available in the bookstore)
- Critical Reading by Tania Pattison (available in the bookstore)

### COURSE EVALUATION

In-class quizzes	30%
Literature Essay assignment	10%
Research Essay assignment	10%
Midterm exam	25%
Final exam	25%

### Please Note

1. Use English at all times in the classroom. This includes the break times.
2. Missed or late assignments, quizzes and tests will receive a lower grade or zero.
3. This curriculum may change at the discretion of the instructor.
4. The passing grade is 65%.
5. Cheating of any kind, including plagiarism and cheating on tests, will receive a zero.  
If you cheat, you will get 0 on that test, quiz or assignment.  
Please see <http://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicOffenses>.
6. Attendance is expected. Please note, there are **two kinds** of absences.

The **first kind** of absence is **excused**. An excused absence is an acceptable reason to miss class. Acceptable reasons to miss a class include these examples:

- a) Immigration Canada problems such as a late study visa;
- b) personal illness with a doctor's note;
- c) medical treatment with a doctor's note;
- d) death in the immediate family (parents and children);
- e) job interview;
- f) legal proceedings;
- g) care for an ill or injured dependent or spouse;
- h) responsibilities as a parent or guardian (e.g., conference with a school teacher).

The **second kind** of absence is **unexcused**. An unexcused absence is an unacceptable reason to miss a class. Unacceptable reasons include these examples:

- a) missing all or part of any scheduled class or lab;
- b) arriving more than ten minutes late for class;
- c) returning more than 10 minutes late from a scheduled break;
- d) leaving class at any time for more than 10 minutes;
- e) missing more than 5 consecutive hours of class without one of the acceptable reasons above.

#### Attendance Policy

If a student has more than five **unexcused** absences [examples above], the student's instructor may recommend directly to the Dean or Designate that the student's course registration be cancelled, thereby resulting in a status of "TA" (Terminated for Unsatisfactory Attendance) being assigned for the course.

**Implementation date:** January 2020

**Cost:** N/A

## **ELRW 020 – 140 hours                      English Language Reading and Writing 2**

### **New course**

#### **Rationale:**

We are proposing to integrate the existing reading and writing courses in the English Language Certificate, replacing the single-skill courses. After EdCo approved a lower-level integrated reading and writing course, ELRW 010, in 2018, we began offering it. The feedback from both students and instructors has been positive. Reading and writing are closely linked because they depend on many of the same skills, strategies, and knowledge. Many real-life reading is linked to writing and vice-versa, for example form-filling. Provincially, the majority of the ESL providers have integrated programs. Of the 19 public and private articulation partners, 13 programs have integrated programs with a four-skill integration or a two-skill integration. Students will have a more stream-lined schedule.

#### **Calendar description:**

This is a beginner level reading and writing course. Students develop their literacy skills by reading about familiar and popular topics and by writing in the range of 125-250 words on everyday experiences. Self-paced activities develop learners own level of literacy. Skill development helps students reach the writing outcomes for Canadian Language Benchmark Level 4.

#### **Prerequisites:**

A minimum grade of 65% required in ELRW 010; or placement at Level 2 Reading and Writing OCELA.

#### **Course outline:**

ELRW 020 140 hours  
English Language Reading and Writing 2

Course Description

This is a beginner level reading and writing course. Students develop their literacy skills by reading about familiar and popular topics and by writing in the range of 125-250 words on everyday experiences. Self-paced activities develop learners own level of literacy. Skill development helps students reach the writing outcomes for Canadian Language Benchmark Level 4.

Course Outcomes Reading

A. Understand moderately complex social messages such as notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences. Identify purpose, reader/writer relationship, mood and attitude, context, register, specific factual details and implied meanings.

B. Follow 7 to 10 step instructions for everyday instructions and procedures.

C. Identify purpose, gist, topic, layout, key information, factual details and some inferred meanings in moderately complex business/service texts, including formatted texts such as directories, website navigation menus, maps, charts, schedules, announcements, ads, business notices, or letters.

D. Interpret information contained in standard formatted texts such as diagrams, tables, graphs or website navigation menus.

E. Identify purpose, main idea, key information, and important, supporting details in a 2 to 3 paragraph moderately complex descriptive or narrative printed or electronic text.

F. Access two pieces of relevant information from web sources, print reference sources, tables of content, indexes, and glossaries.

G. Scan for a range of details (words, phrases, or numbers).

H. Distinguish facts from opinions.

I. Compare facts to make choices.



## Writing

- A. Convey personal messages in an informal or formal personal short letter or note to express invitations, thanks, regrets, cancellations and apologies.
- B. Copy short texts from encyclopaedias, catalogues, directories, manuals to record information to complete tasks, or to learn information.
- C. Fill out simple forms such as basic job application or car rental form.
- D. Write short notes such as business or service messages, to convey simple messages.
- E. Write a short linked text using basic paragraph structure to describe or relate a personal or familiar situation, event, experience or a future plan, including reasons.
- F. Convey main ideas and supports them with some detail so that a reader can follow. G. Express preferences relevant to the content and with some supporting explanation.

## Course Assessment

Reading and Writing	25%
Quizzes	25%
Midterm Exam	25%
Final Exam	25%

## Course Materials:

- Reading Power
- Password Level 2
- Simplified Short story

## Important Notes:

1. If you miss a test, quiz, or assignment, you receive zero. It may be possible to make-up grades in special situations, with prior agreement of the instructor. Please discuss any special situations with the instructor.
2. This syllabus may be subject to change at the instructor's discretion.
3. Out of respect for your classmates, the language in the classroom is English. Be prepared to use English at all times in class. Cell phone use is for research purposes only, and never during tests.
4. Cheating of any kind will follow the Okanagan College policy on cheating. Please read the cheating policy for Okanagan College. .  
<http://webapps1.okanagan.bc.ca/ok/calendar/calendar.aspx?page=AcademicOffenses>

#### Attendance Expectation and Policy:

Regular attendance is required of all students in the ESL Department. There are two kinds of absences. The first kind of absence is excused. An excused absence is an acceptable reason to miss class. Acceptable reasons to miss a class include these examples:

- a) Immigration Canada problem such as a late study visa;
- b) Personal illness with a doctor's note;
- c) Medical treatment with a doctor's note;
- d) Death in the immediate family (parents and children);
- e) Job interview;
- f) Legal proceedings;
- g) Care for an ill or injured dependent or spouse;
- h) Responsibilities as a parent or guardian (e.g., conference with a school teacher).

The second kind of absence is unexcused. An unexcused absence is an unacceptable reason to miss a class. Unacceptable reasons include these examples:

- a) Missing all or any part of any scheduled class or computer lab;
- b) Arriving more than 10 minutes late for class;
- c) Returning more than 10 minutes late from a scheduled break;
- d) Leaving class at any time for more than 10 minutes;
- e) Missing more than 5 consecutive hours of class without one of the acceptable reasons above.

If a student has more than five unexcused absences (examples above), the student's instructor may recommend to the Dean or Designate that the student's course registration be cancelled, resulting in a status of "TA" (Terminated for Unsatisfactory Attendance) assigned for the course.

**Implementation date:** January 2020

**Cost:** N/A

### **ELRW 030 – 140 hours                      English Language Reading and Writing 3**

#### **New course**

#### **Rationale:**

We are proposing to integrate the existing reading and writing courses in the English Language Certificate, replacing the single-skill courses. After EdCo approved a lower-level integrated reading and writing course, ELRW 010, in 2018, we began offering it. The feedback from both students and instructors has been positive. Reading and writing are closely linked because they depend on many of the same skills, strategies, and knowledge. Many real-life reading is linked to writing and vice-versa, for example form-filling. Provincially, the majority of the ESL providers have integrated programs. Of the 19 public and private articulation partners, 13 programs have integrated programs with a four-skill integration or a two-skill integration. Students will have a more stream-lined schedule.

#### **Calendar description:**

This is a high-beginner level reading and writing course. Students continue to develop their literacy skills by reading about familiar and popular topics and by writing in the range of 250-500 words on everyday experiences. Self-paced activities develop learners own level of literacy. Skill development helps students reach the writing outcomes for Canadian Language Benchmark Level 5.

#### **Prerequisites:**

A minimum grade of 65% required in ELRW 020; or placement at Level 3 Reading and Writing OCELA.

#### **Course outline:**

ELRW 030 140 hours  
English Language Reading and Writing 3

Course Description

This is a high-beginner level reading and writing course. Students continue to develop their literacy skills by reading about familiar and popular topics and by writing in the range of 250-500 words on everyday experiences. Self-paced activities develop learners own level of literacy. Skill development helps students reach the writing outcomes for Canadian Language Benchmark Level 5.

Course Outcomes Reading

A. Understand moderately complex social messages such as notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences. Identify purpose, reader/writer relationship, mood and attitude, context, register, specific factual details and implied meanings.

B. Follow 7 to 10 step instructions for everyday instructions and procedures.

C. Identify purpose, gist, topic, layout, key information, factual details and some inferred meanings in moderately complex business/service texts, including formatted texts such as directories, website navigation menus, maps, charts, schedules, announcements, ads, business notices, or letters.

D. Interpret information contained in standard formatted texts such as diagrams, tables, graphs or website navigation menus.

E. Identify purpose, main idea, key information, and important, supporting details in a 2 to 3 paragraph moderately complex descriptive or narrative printed or electronic text.

F. Access two pieces of relevant information from web sources, print reference sources, tables of content, indexes, and glossaries.

G. Scan for a range of details (words, phrases, or numbers).

H. Distinguish facts from opinions.

I. Compare facts to make choices.

Writing

A. Convey a personal message in a formal short (about 1 paragraph) letter, note, or e-mail such as expressing/ responding to invitations, quick updates, and feelings.

B. Reduce one page of written information to a list of 7 to 10 important points.

C. Write down live phone messages, everyday voice mail messages or recorded information, reducing information to important points with 5 to 7 accurate details.

D. Produce text, including names, addresses, dates, directions and other details that are recorded correctly and legibly.

E. Fill out moderately complex forms with required information (e.g. utility application, accident report).

F. Write short (3 to 5 sentences) personal business or service correspondence (e.g. to request a refund or cancel a meeting with instructor).

G. Write a basic paragraph to relate and narrate a sequence of events, to describe a person, place, object, scene, picture, or routine, and to explain reasons

Course Assessment

Reading and Writing Assignments 25%

Quizzes 25%

Midterm Exam 25%

Final Exam

Course Materials:

Cause & Effect

Reading Power (second edition )

Robinson Crusoe

Longman Academic Writing Series Book 2

Trio Writing Book 2  
Paper and a binder for writing assignments.  
Instructor hand-outs

**Important Notes:**

1. If you miss a test, quiz, or assignment, you receive zero. It may be possible to make-up grades in special situations, with prior agreement of the instructor. Please discuss any special situations with the instructor.
2. This syllabus may be subject to change at the instructor's discretion.
3. Out of respect for your classmates, the language in the classroom is English. Be prepared to use English at all times in class.
4. Cheating of any kind will follow the Okanagan College policy on cheating. Please read the cheating policy for Okanagan College.  
<http://webapps1.okanagan.bc.ca/ok/calendar/calendar.aspx?page=AcademicOffenses>

**Attendance Expectation and Policy:**

Regular attendance is required of all students in the EL Department. There are **two kinds** of absences. The **first kind** of absence is **excused**. An excused absence is an acceptable reason to miss class. Acceptable reasons to miss a class include these examples:

- a) Immigration Canada problem such as a late study visa;
- b) Personal illness with a doctor's note;
- c) Medical treatment with a doctor's note;
- d) Death in the immediate family (parents and children);
- e) Job interview;
- f) Legal proceedings;
- g) Care for an ill or injured dependent or spouse;
- h) Responsibilities as a parent or guardian (e.g., conference with a school teacher).

The **second kind** of absence is **unexcused**. An unexcused absence is an unacceptable reason to miss a class. Unacceptable reasons include these examples:

- a) Missing all or any part of any scheduled class or computer lab;
- b) Arriving more than 10 minutes late for class;
- c) Returning more than 10 minutes late from a scheduled break;
- d) Leaving class at any time for more than 10 minutes;
- e) Missing more than 5 consecutive hours of class without one of the acceptable reasons above.

If a student has more than five **unexcused** absences (examples above), the student's instructor may recommend to the Dean or Designate that the student's course registration be cancelled, resulting in a status of "TA" (Terminated for Unsatisfactory Attendance) assigned for the course.

**Implementation date:** January 2020

**Cost:** N/A

<b>EAPR 010 – 70 hours</b>	<b>Academic Reading Skills 1</b>
<b>EAPR 020 – 70 hours</b>	<b>Academic Reading Skills 2</b>
<b>EAPR 030 – 70 hours</b>	<b>Academic Reading Skills 3</b>
<b>EAPR 040 – 70 hours</b>	<b>Academic Reading Skills 4</b>
<b>EAPW 010 – 70 hours</b>	<b>Academic Writing Skills 1</b>
<b>EAPW 020 – 70 hours</b>	<b>Academic Writing Skills 2</b>
<b>EAPW 030 – 70 hours</b>	<b>Academic Writing Skills 3</b>
<b>EAPW 040 – 70 hours</b>	<b>Academic Writing Skills 4</b>
<b>ELR 020 – 70 hours</b>	<b>English Language Reading Level 2</b>
<b>ELR 030 – 70 hours</b>	<b>English Language Reading Level 3</b>
<b>ELW 020 – 70 hours</b>	<b>English Language Writing Level 2</b>
<b>ELW 030 – 70 hours</b>	<b>English Language Writing Level 3</b>

**Course deletions**

**Rationale:**

We are replacing this course with an integrated one.

**Implementation date:** January 2020

**Cost:** N/A

**English for Academic Purposes Certificate**

**Program revision:**

- **Program description**
- **Admission requirements**
- **Graduation requirements**
- **Addition of courses**
- **Deletion of courses**
- **Program outline**

**Rationale:**

We are proposing to integrate the existing reading and writing courses in the EAP Certificate, replacing the single-skill courses. After EdCo approved a lower-level integrated reading and writing course, ELRW 010, in 2018, we began offering it. The feedback from both students and instructors has been positive. Reading and writing are closely linked because they depend on many of the same skills, strategies, and knowledge. Academic assignments usually link writing assignments with reading and research that students do beforehand or concurrently. Provincially, the majority of the ESL providers have integrated programs. Of the 19 public and private articulation partners, 13 programs have integrated programs with a four-skill integration or a two-skill integration. Students will have a more stream-lined schedule.

**Program description:**

Existing:

Okanagan College offers students an opportunity to improve their English for college and university. The English for Academic Purposes Program (EAP) is a four-level program whose goal is to prepare students for academic studies.

In Levels 1, 2 and 3, students attend EAP classes for up to 20 hours of classes per week. In Level 4, students attend EAP classes for up to 15 hours of classes per week. In addition to their EAP courses, students at EAP level 3 may take one academic course and at EAP level 4 up to two academic courses provided students meet course prerequisites. If a student has mixed levels, the dominant level will determine the student's level. The addition of academic courses must be approved by the academic course instructor and appropriate academic dean.

The program has three areas: academic writing (EAPW), academic reading (EAPR), and academic discussion (EAPD). Level 4 EAPW and EAPR together are equivalent to high school English 12 which is a requirement for many academic programs.

In addition to the above courses, option courses are also available. These include grammar and pronunciation.

Proposed:

Okanagan College offers students an opportunity to improve their English for college and university. The English for Academic Purposes (EAP) Certificate is a four-level program whose goal is to prepare students for academic studies.

Full-time students attend classes for 20 hours per week in Levels 1, 2, and 3. In Level 4, full-time students attend EAP classes 15 hours of per week. The program has two courses: English for Academic Purposes Scholarship (EAPS) and English for Academic Purposes Discussion (EAPD).

In addition to their EAP Certificate courses, students at EAPD level 3 and EAPS level 3 may take one academic course and at EAPD level 4 and EAPS 4 up to two academic courses provided students meet course prerequisites. The addition of academic courses must be approved by the academic course instructor and appropriate academic dean.

Successful completion of EAPD level 4 and level EAPS meets the English 12 requirement.

In addition to the above courses, option courses are also available. These include grammar and pronunciation.

**Admission requirements:**

<b>Existing</b>	<b>Proposed</b>
All general age and study permit prerequisites apply - see Admissions and Important Information for International Applicants.	All general age and study permit prerequisites apply - see Admissions and Important Information for International Applicants.
New students register in the EAP Program after taking an English assessment, the OCELA (Okanagan College English Language Assessment). Students will be placed in the program according to their OCELA score.	New students register in the EAP Certificate courses after taking an English assessment, the OCELA (Okanagan College English Language Assessment). Students will be placed in the program according to their OCELA score.
Students are not normally permitted to take the OCELA more than once during a 12-month period.	Students are not normally permitted to take the OCELA more than once during a 12-month period.
Placement at Level 4 OCELA, or completion of the EL Certificate with a minimum grade of 65% in ELLS 030, ELR 030, and ELW 030.	Placement at Level 4 OCELA, or completion of the EL Certificate with a minimum grade of 65% in ELLS 030 and ELRW 030.

**Graduation requirements:**

<b>Existing</b>	<b>Proposed</b>
Successful completion of EAPD 040, EAPW 040 and EAPR 040 with a minimum grade of 65 per cent in each course.	Successful completion of EAPD 040 and EAPS 040 with a minimum grade of 65 per cent in each course.

**Addition of courses:**

EAPS 010, EAPS 020, EAPS 030, EAPS 040

**Deletion of courses:**

EAPR 010, EAPR 020, EAPR 030, EAPR 040, EAPW 010, EAPW 020, EAPW 030, EAPW 040

**Program outline:**

<b>Existing</b>	<b>Proposed</b>
Semester 1 EAPD 010 EAPR 010 EAPW 010	Semester 1 EAPD 010 EAPS 010
Semester 2 EAPD 020 EAPR020 EAPW 020	Semester 2 EAPD 020 EAPS 020
Semester 3 EAPD 030 EAPR 030 EAPW 030	Semester 3 EAPD 030 EAPS 030
Semester 4 EAPD 040	Semester 4 EAPD 040

EAPR 040 EAPW 040	EAPS 040
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**Implementation date:** January 2020

**Cost:** N/A

### English Language Certificate

**Program revision:**

- **Program description**
- **Graduation requirements**
- **Addition of courses**
- **Deletion of courses**
- **Program outline**

**Rationale:**

We are proposing to integrate the remaining reading and writing courses, replacing the single-skill courses. After EdCo approved a lower-level integrated reading and writing course, ELRW 010, we began offering it in Fall 2018. The feedback from both students and instructors has been positive. Reading and writing are closely linked because they depend on many of the same skills, strategies, and knowledge. Academic assignments usually link writing assignments with reading and research that students do beforehand or concurrently. Provincially, the majority of the ESL providers have integrated programs. Of the 19 public and private articulation partners, 13 programs have integrated programs with a four-skill integration or a two-skill integration. Students will have a more stream-lined schedule.

**Program description:**

Existing:

Okanagan College offers English language students an opportunity to improve their general English skills. The English Language Certificate (ELC) is a three-level program. The goal of this program is to develop general language skills in listening, speaking, reading and writing.

Students can take 20 hours of classes per week. There are classes for listening and speaking which are 10 hours per week (ELLS), reading and writing for 10 hours per week (ELRW), writing for five hours per week (ELW) and reading for five hours per week (ELR).

Proposed:

Okanagan College offers English language students an opportunity to improve their general English skills. The English Language Certificate (ELC) is a three-level program. The goal of this program is to develop general language skills in listening, speaking, reading and writing.

Students can take 20 hours of classes per week. There are classes for listening and speaking which are 10 hours per week (ELLS) and reading and writing for 10 hours per week (ELRW).

**Graduation requirements:**

Existing	Proposed
<p>Okanagan College offers English language students an opportunity to improve their general English skills. The English Language Certificate (ELC) is a three-level program. The goal of this program is to develop general language skills in listening, speaking, reading and writing.</p> <p>Students can take 20 hours of classes per week. There are classes for listening and speaking which are 10 hours per week (ELLS) and reading and writing for 10 hours per week (ELRW).</p>	<p>Minimum grade of 65% in each of ELLS 030 and ELRW 030.</p> <p>This level of achievement is necessary for entrance into the English for Academic Purposes (EAP) Certificate program.</p>

**Addition of courses:**

ELRW 020, ELRW 030

**Deletion of courses:**

ELR 020, ELR 030, ELW 020, ELW 030

**Program outline:**

Existing	Proposed
Semester 1	Semester 1

ELLS 010 ELRW 010	ELLS 010 ELRW 010
Semester 2 ELLS 020 ELR 020 ELW 020	Semester 2 ELLS 020 ELRW 020
Semester 3 ELLS 030 ELR 030 ELW 030	Semester 3 ELLS 030 ELRW 030

**Implementation date:** January 2020

**Cost:** N/A