Items Approved by Education Council
June 3, 2021

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Arts and Foundational Programs

GSWS 208-3-3 Reproductive Justice
New course
Rationale:
This course addresses an important contemporary issue in Gender Studies. We have taught significant content about Reproductive Justice in GSWS 100 and GSWS 201 and find that it is a productive site of intersectional analysis.
Calendar description:
This course focusses on reproductive justice in the context of "rights" and "choice" to a broader analysis of sexual, racial, economic, cultural, and structural constraints on power. Within an historical and interdisciplinary context, we will consider how sexism and misogyny, racism, classism, ableism, homophobia, transphobia, fatphobia and other forms of social oppressions shape the social experiences of sexuality and reproduction. We will discover how social justice movements and activism have engaged with these constraints, and how they have been met by the law.
Prerequisites:
GSWS 100
Course outline:

 Dr. Ann McKinnon
Interdisciplinary Studies
Gender, Sexualities, and Women's Studies
GSWS 208-3-3
Calendar Description
Reproductive Justice 208-3-3
We will focus on reproductive justice in the context of "rights" and "choice" to a broader analysis of sexual, racial, economic, cultural, and structural constraints on power. Within an historical and interdisciplinary context, we will consider how sexism and misogyny, racism, classism, ableism, homophobia, transphobia, fatphobia and other forms of social oppressions shape the social experiences of sexuality and reproduction. We will discover how social justice movements and activism have engaged with these constraints, and how they have been met by the law.
Prerequisites:
•   • GSWS 100

Learning Outcomes

• To learn how to think, read, and write critically and to demonstrate an understanding of the basics of scholarly research and the integration and documentation of primary and secondary sources. • To understand reproductive rights and justice interjectionally and how they impact social life • To develop a sense of the history of reproductive rights and justice with a specific focus on Canada • To understand the diversity of embodied experiences of reproduction • To envision and engage in strategies that lead to social justice and social change.

College and Course Policies:

Every student accepted for registration shall be deemed to have agreed to be bound by the policies, rules, and regulations of Okanagan College. Please visit the following url for more information: http://www.okanagan.bc.ca/calendar/general-academic-regulations-policies/general-academic-regulations-policies.html

Student Conduct

Some of the materials and topics in this class will include controversial and sometimes explicit content. If you feel any materials may cause you distress or severe discomfort, you are encouraged to speak with the professor and/or to take measures to ensure that you feel safe within the classroom. This class respects difference and diversity while welcoming thoughtful, critical debate and discussion. No one person's right to their beliefs may supersede another person's right to security and dignity.

Examination Policy:

http://www.okanagan.bc.ca/calendar/general-academic-regulations-policies/general-academic-regulations-policies/examinations.html

Plagiarism and Cheating:

Plagiarism – presenting the ideas of another as your own original work – is taken very seriously. Please familiarize yourself with the college's policies on plagiarism, and feel free to ask for any clarification.

http://www.okanagan.bc.ca/calendar/general-academic-regulations-policies/general-academic-regulations-policies/academic-offenses.html

The Learning Centre:

The Learning Centre is part of the Student Success Centre (S111). It assists all students to achieve academic success at Okanagan College. We provide help in reading, writing, mathematics, science, studying, and critical thinking. Our goal is to help students become effective, independent learners. We also work closely with faculty to design workshops that help you succeed. Email: tlckelowna@okanagan.bc.ca

Grading System:

A+ 90-100% B+ 76-79% C+ 64-67% D 50-54%

A 85-89% B 72-75% C 60-63% F 0-49%

A- 80-84% B- 68-71% C- 55-59%

Course Texts
Articles online on Moodle
Suggested Films/Series/Documentaries
Feature Films
The Handmaid's Tale
Never Rarely Sometimes Always
Mrs. America
Children of Men
Vera Drake
Never Rarely Sometimes
Knocked Up
Juno
Revolutionary Road
Cider House Rules
Transparent
Documentaries
Democracy on Trial: The Morgentaler Affair
Cylce Series: On Menstruation
RBG
Citizen Ruth
Vessel
After Tiller
12thand Delaware
The Abortion Diaries
Back Alley Detroit
Trapped
Shout Gladi Gladi
Winter Buoy
The Drop Box
Babies Behind Bars
Silent Choices
Leona's Sister Gerri
It Happens to Us
The 8th
The Forgotten Maggies
Sex in a Cold Climate
Amá
No Más Bebés

Course Grades and Assignments
Small assignments in this course will lead up to a final public engagement project. Public engagement describes strategies to share research with the public. This project will be described in depth on a separate assignment sheet.
Perusall online reading responses and discussion x 3 (10% each) 30%
Summary Assignment 20%
Public Engagement proposal 20%
Final project/essay 30%

Course Schedule Week	Readings	Topics
Week 1 Sept. 9th	Reading on Moodle	**Introduction to the Course:** Rise Up! A Digital Archive of Feminist Activism in Canada **https://riseupfeministarchive.ca/activism/issues-actions/** Action Canada! **https://www.actioncanadashr.org/about** "Maria: or, The Wrongs of Women." Mary Wollstonecraft, 1798.
Week 2 Sept. 14 Sept. 16	Reading and power point on Moodle Reading on Moodle Films, links And in class discussion	**Reproductive Activism** "Abortion Rights and Birth Activism" Sethna, Christabelle, and Steve Hewitt. "Clandestine operations: the Vancouver women's caucus, the abortion caravan, and the RCMP." *Canadian Historical Review* 90.3 (2009): 463-496. Selections from *No Choice* *The Abortion Caravan* *https://riseupfeministarchive.ca/culture/films/abortion-caravan/* "The Morgentaler Affair" https://www.nfb.ca/film/democracy_on_trial/
Week 3 Sept. 21 Sept. 23	Reading and power point on Moodle Films and discussion	**Reproductive Rights/Reproductive Justice** "Reproductive Justice." https://www.youtube.com/watch?v=WSXpjd52tuo https://www.youtube.com/watch?v=ihwvHHInrlU *Birthright: A War Story* *The War on Women's Reproductive Health* https://okanagan-kanopy-com.ezproxy.okanagan.bc.ca/video/birthright-war-story-0 https://www.opensocietyfoundations.org/voices/how-reproductive-justice-serves-model-progressive-organizing

Week 4 **Sept. 28** Sept 30	Reading and power point on Moodle Films and discussion	**Indigenous Reproductive Justice** Stote, Karen. "Decolonizing feminism: From reproductive abuse to reproductive justice." *Atlantis-Critical Studies in Gender Culture & Social Justice* 38.1 (2017): 110-124. https://www.actioncanadashr.org/news/2019-05-10-forced-sterilization-not-thing-past *The Sterilization of Leilani Muir* https://www.nfb.ca/film/sterilization_of_leilani_muir/ *80+ Indigenous Women Sterilized/Class Action suit* https://www.youtube.com/watch?v=aasDnMQcSvI *Forced Sterilization* https://www.aptnnews.ca/facetoface/forced-sterilization-a-symptom-of-colonial-hangover-says-lawyer/
Week 5 Oct. 5 Oct. 7	Reading and power point on Moodle Films and discussion Reading Response due	**Birth Control** Littlejohn, Krystale E. ""It's those Pills that are Ruining Me" Gender and the Social Meanings of Hormonal Contraceptive Side Effects." *Gender & Society* 27.6 (2013): 843-863. **Vancouverites Comment on the Birth Control Pill 52 years ago https://www.cbc.ca/archives/entry/birth-control-vancouverites-comment-on-the-pill** **Canada Legalizes Birth Control https://www.cbc.ca/archives/entry/canada-legalizes-contraceptives**
Week 6 October 12 October 14	Reading and power point on Moodle Film	**Statutory Holiday, no classes.** **Queer and Trans bodies** Epstein, Rachel. "Space invaders: Queer and trans bodies in fertility clinics." *Sexualities* 21.7 (2018): 1039-1058. Krempasky, Chance, et al. "Contraception across the transmasculine spectrum." *American journal of obstetrics and gynecology* 222.2 (2020): 134-143.
Week 8 **October 19** **October 21**	Reading and power point on Moodle Films and discussion Reading Response due	**Stigma and Reproductive Health** **Millar, Erica. "Abortion stigma as a social process." Women's**

		Studies International Forum. Vol. 78. Pergamon, 2020. The 8th
Week 9 **October 26** **October 28**	Reading and Power Point on Moodle. Film and Discussion	**Reproduction and the Environment** **Sethna, Christabelle. ""Not an instruction manual": Environmental degradation, racial erasure, and the politics of abortion in The Handmaid's Tale (1985)." Women's Studies International Forum. Vol. 80. Pergamon, 2020.** **Selections from The Handmaid's Tale (series)**
Week 10 **Nov 2** **Nov. 4**	Reading and power point on Moodle Discussion and Film on Kanopy Reading Response	**Mommy Wars** **Abetz, Jenna, and Julia Moore. ""Welcome to the mommy wars, ladies": Making sense of the ideology of combative mothering in mommy blogs." Communication Culture & Critique 11.2 (2018): 265-281.** **The Bad Mother**
Week 11 **Nov 9** **Nov. 11**	Public Engagement Proposal	**Reproductive Justice for Women in Prison.** **https://ac935091-bf76-4969-8249-ae3a107fca23.filesusr.com/ugd/d2d30e_13d22f66c3eb41449c2e52c519913b35.pdf** **Remembrance Day No classes**
Week 12 **Nov. 16** **Nov. 18**	Selected Readings on Moodle. Readings on Moodle Reading Response due	**Reflections** **Prawer, Jhabvala, Ruth.** **Excerpt from Heat and Dust. 1975.** **Enriquez, Mariana. "Places." Things we lost in the Fire. 2017.** **"Rubyfruit Jungle" Rita Mae Brown** **"La Batarde" Violette Leduc**
Week 13 Nov. 23 Nov. 25	Selected Readings on Moodle.	"Tweets in Exile from Northern Ireland" Jennifer Hanratty, ongoing. Lorde, Audre. "From Zami: A New Spelling of my Name," 1994. "From Don Quixote's Abortion" Kathy Acker, 1986. "A Promise" Gloria Steinem, 2015.
Week 14 Nov. 30		**Reproductive Justice and Homelessness.**

Dec. 2		**https://www.liberationnews.org/feminism-for-the-99-the-fight-for-reproductive-justice/**
Week 15	**Project due!**	**Last Day of Classes**
Dec 7		

Implementation date: September 2021
Cost: N/A

CMNS 137-3-3 Technical Writing & Communications for WET
New Course
Rationale:
Over time, the learning outcomes, service course needs and accreditation body requirements have evolved so CMNS 133-005 and 133-006 no longer match the course content, assignments and learning outcomes of other sections of CMNS 133. These cumulative changes prompted faculty to determine that both a formal course revision and a number change was warranted. Students with credit for CMNS 133 may not take CMNS 137 without approval from the WET department chair.
In summary, 137 replaces 133 for Water Engineering Technology only.
Calendar Description:
This course develops technical writing and presentation skills for Water Engineering Technology (WET) students. To meet program protocol and benchmarks for technologists, students learn to structure technical content appropriate for its audience and purpose including: letters, employment applications, emails, memos, progress, lab and research reports. Students with credit for CMNS 133 may not take CMNS 137 without approval from the WET department chair.
Prerequisites: N/A
Course outline:

OKANAGAN COLLEGE
Department of
Communications

CMNS 137: Technical Writing and Communications for WET

Section 00X Course Syllabus

Instructor: Office   XX
Location: Office   XX
Phone: Office   XXXX
Hours: 762-5445 Ext. XXXX
                                    XXXX
E-mail:
Time and Location: XXXX@okanagan.bc.ca
                                    XXX
Presentation Format: Credit   XXXX
Hours: 3

Course Description

CMNS 137-3-3   Technical Writing and Communications for WET (3,0,0)
This course develops technical writing and presentation skills for Water Engineering Technology (WET) students. To meet program protocol and benchmarks for technologists, students learn to structure technical content appropriate for its audience and purpose including: letters, employment applications, emails, memos, progress, lab and research reports. In every assignment, professional quality will be the primary goal; thus, the course features computer labs which help students achieve that level of quality.

Students with credit for CMNS 132, 133, 134, 135, 137 & 138 cannot take this course for further credit.

Course Materials

The following online texts can be accessed via the Moodle shell:

Laplante. P. (2019). *Technical Writing: A Practical Guide for Engineers and Scientists.* Held at OC:
https://learning.oreilly.com/library/view/technical-writing/9781466503090/?arhttps://learning.oreilly.com/library/view/technical-writing/9781466503090/?ar

Schmitz. A. (2012). *Business Communication for Success.*
https://saylordotorg.github.io/text_business-communication-for-success/index.html

Additional readings will be uploaded to Moodle myCourses shell. It is your responsibility to access these documents as required before the date covered in class.

Learning Outcomes

After completion of this course, students will be able to:
- Read analytically and distinguish between what is stated directly and what is inferred.
- Identify the main ideas and details in written and oral contexts.
- Contemplate the significance and underlying implications of language and electronic media on technical writing.
- Apply elements of the writing process to improve content, style, and mechanics.
- Identify and use correct English grammar and sentence structure.
- Work effectively with peers as a model of later work with colleagues.
- Consider the interpenetration of style and content.
- Write summaries, letters, technical reports, and short reports that are coherent, thorough, mechanically sound, and appropriate to the given situation and audience.
- Design attractive letter, memo, and report formats that enhance communication.
- Plan and research a topic relevant to industry.
- Deliver an engaging and persuasive oral presentation.
- Uphold academic integrity standards.

Course Content

For this course, content includes:
- The nature of communication, including the nonverbal component
- Technical/business style, with a special emphasis on the plain style favored in industry and business
- Proofreading, editing, and revising, using various indexes and peer evaluation
- Descriptive writing: types, structures and formats used by Water and Environmental engineering technologists
- Collaborative writing: techniques and exercises
- Job search techniques
- Using computer applications to produce professional documents.
- Researching and acknowledging sources accurately using the APA citation style.

Course Evaluation

The course evaluation will be based on the following break-down:

1.	Summary Report	10%
2.	Persuasive Report	15%

3.	Midterm Exam	15%
4.	Employment Portfolio	10%
5.	Final Project	25%
6.	Final Project Presentation	15%
Participation	This includes attendance, responses to study questions, informal group presentations, draft reviews, engagement in activities, and low-stakes writing assignments.	10%

The success of this course, like any communication event, depends on mutual respect. Being respectful of others (of their spoken and written discourses) does not necessarily imply agreement or consent. However, it does oblige all of us to take each other's positions seriously, and it obliges us to be responsible for our choices in language. It is necessary that we all operate according to an ethic of respect.

Assignment Overview

In addition to the overview provided here, assignment (A) criteria detailing expectations and evaluation will be explained in class and uploaded to Moodle well ahead of assignment due dates.

Late assignments lose 20% per day from the final mark, unless prior arrangements have been made with the instructor in writing.

A#1 Summary Report (10%):

This summary report clearly and concisely summarizes an article, avoids quoting the source material, provides consideration to your audience and, follows summary structure.

A#2 Persuasive Report (15%):

This persuasive report demonstrates research skills, applies correct APA citation style, incorporates introduction and paragraph structure, employs an agentless voice, applies persuasive strategies and adheres to a report structure.

A#3 Midterm Exam (15%):

This midterm exam is timed, written in-class using a progress report format. A class reviewing content in preparation for the exam is scheduled.

A#4 Employment Portfolio (10%):

The goal of this assignment is to produce a flawless functional resume and a cover letter in application to a co-op position, job, or company within the WET industry.

A#5 Final Project (25%):

The final project is a group report and consists of three parts: a project plan*, a final written report and a group presentation (A#6). Research, develop and write a report, 1600-1800 words, on a topic related to the Water Engineering Technology industry which may include environmental issues. A list of topics will be provided, alternatively, students may select their own topic subject to approval.

A project plan is required prior to starting the final project and is worth 5%.

A#6 Final Project Presentation (15%)

This group assignment is based on A#5 Final Project and requires students to deliver a presentation. Presentations should focus on findings and recommendations best expressed to an audience rather than a reader.

Course Delivery Mode

The delivery mode used for this course is a student-centred teaching and learning technique that encompasses a combination of synchronous and asynchronous approaches. This means learning situations allow for a blend of multiple channels of asynchronous and synchronous online communication. For example, lecture material may delivered live during the scheduled class time via Collaborate accompanied with actitivies intiated during class time in a Moodle forum and then completed later on student time.

For this reason, the following equipment is recommended for student success:

- Reliable and consistent high speed internet access
- Microphone
- Video camera
- MS Office Tools including MS Word
- A dedicated study and class space to avoid background noise and commotion.

Okanagan College Policies

Okanagan College Academic Integrity Policy (D.3.1)

Students need to submit original work and properly cite sources using the APA style. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Further, course content will encourage the ethical practices and analysis of communication. If you commit plagiarism or engage in academic dishonesty of any kind, you will receive an "F" for the course and be reported to the Academic Dean where further disciplinary action may be taken (Please see the Okanagan College's Policy on Academic Integrity (D.3.1).

Violations of academic misconduct, as outlined in the Academic Integrity Policy in the Okanagan College calendar, may result in a mark of 0% or another consequence permitted by the policy. In cases of severe or repetitive misconduct, the Dean's office and the College Registrar will be notified and the student may be given a failing grade for the course or a more serious consequence as permitted by the policy such as expulsion. The Academic Integrity Policy can be accessed online at: https://www.okanagan.bc.ca/policies

Okanagan College Student Notification of OC Policies

Okanagan College requires that students are informed of acceptable student conduct specifically relating to OC Student Academic Integrity policies.

What is The Disruption of Instructional Activities?

At Okanagan College, disruption of instructional activities includes student conduct which interferes with examinations, lectures, seminars, tutorials, group meetings and other related activities.

Penalties for disruption of instructional activities may include a warning and/or a failing grade on an assignment or course, or possible suspension from OC. The complete policy is available online under Academic Integrity Violation in the OC calendar.

What is Cheating?

Cheating includes but is not limited to dishonest or attempted dishonest conduct during tests or examinations in which the use is made of books, notes, diagrams or other aids excluding those authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others and purposely exposing or conveying information to other students who are taking the test or examination. Students must submit independently written work. Students may not write joint or collaborative assignments with other students unless the professor approves it in advance as a group/team project. Students who share their work with other students are equally involved in cheating.

What is Plagiarism?

Plagiarism is defined as the presentation of another person's work or ideas without proper or complete acknowledgement. It is a serious academic offense of reproducing someone else's work, including: a written phrase, a graphic element, a proof or specific language or an idea derived from the work, published or unpublished, of another person or student deliberately, intentionally or unintentionally.

Intentional plagiarism deliberately presents the work or ideas of another as one's own.

Unintentional plagiarism is the inadvertent presentation of another's work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.

Learning and Success Centres

The Learning Centre assists all Okanagan College students with their studies by providing one-to-one and group support beyond regular class time. The goal of the Learning Centre is to help students become effective, independent learners. They can help you with: math - all levels; statistics; research paper writing; making outlines; grammar, punctuation, vocabulary; reading comprehension; sciences; business and accounting; word processing; spreadsheet/database; study and learning skills; calculator skills. Visit https://www.okanagan.bc.ca/learning-and-success-centres

Implementation date: June 2021
Cost: N/A

CMNS 135-3-3 Technical Writing & Communications I for CIEN
New Course
Rationale:
Over the past 15 years, the learning outcomes, service course needs --determined by the program PAC --and the national accreditation body requirements have evolved so that CMNS 133 for CIEN (fall) no longer match the course content, assignments and learning outcomes of other sections of CMNS 133. These cumulative changes prompted faculty to determine that both a formal course revision and a number change was warranted. Students with credit for CMNS 133 may not take CMNS 135 without approval from the CIEN department chair.
In summary, 135 replaces 133 for Civil Engineering Diploma only.
Calendar Description:
CMNS 135 is designed for the CIEN Program. Students develop communication skills specific to materials analysis, lab reports and communicating on site with management and trades. Students think about the benefits of empathy and audience analysis, and adapt their style to reach that audience and achieve a given purpose. They also develop best practices and competencies for employment purposes. Students with credit for CMNS 133 may not take CMNS 135 without approval from the CIEN department chair.
Prerequisites: N/A
Course outline:

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Okanagan College
Department of Communications
CMNS 135 Technical Communications I for CIEN Technology

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Instructor: Marc Arellano   Office: E424   Phone: 4212   Office hours: T.B.A.

Course Description
CMNS 135 is a one-semester course designed for the OC CIEN Program. Lectures and assignments are closely integrated with first year CIEN lab requirements. Students develop communication skills specific to their program and industry requirements such as materials analysis, lab reports and communicating on site with Management and Trades. Students think about the benefits of empathy and audience analysis, and adapt their style to reach that audience and achieve a given purpose. They also develop written and oral communication skills that help gain employment for Coop placement and future career contexts.

Texts/Materials
- Paul V. Anderson and Kerry Surman. *Technical Communication: A Reader-Centred Approach* (first Canadian edition)
- Some material is posted on Moodle or placed on reading reserve in the library; it is the student's responsibility to access this material in time for class.

Learning Outcomes
At the end of this course, students should be able to:

- Recognize and apply spoken and nonverbal elements of communication in contexts like supervising, monitoring and inspecting construction projects
- Use a writing process that entails pre-planning, drafting, editing and revising
- Compose documents that meet program and Civil Industry requirements for structure and content
- Describe a technical process in relation to the DCCM and CSA manuals
- Describe an object in contexts like materials testing, specifications and tender documents
- Apply persuasive strategies for composing a job search portfolio in print and online
- Develop confidence and skill in speaking in employment interviews

Course Evaluation

Short Document	10%
In-class writing assignments	15%
Quizzes	15%
Midterm exam	20%

Job package	20%
Oral Presentation	10%
Attendance	5%
Participation	5%

Instruction Methods

Classes combine lectures, group discussions and small presentations. Students are responsible for downloading course material, and other documents or multimedia placed on Moodle.

Professional Participation

Demonstrate leadership ability in a classroom. Develop a good working relationship with the instructor and all other students. Make an overall **positive impact** on the tone and discussions of class.

Keep in mind that **quality** is preferred to quantity, so only comments, questions and discussions that directly relate to an improved understanding of the topic at hand qualify for participation marks. See Assignment file for more information.

Bottom line: Positive, productive relationships with your instructor and classmates impact your participation mark; whereas, flaming/trolling others, dominating group or in-class discussions and failing to make a positive connection with your instructor and/or classmates detract from your participation mark and may even result in your dismissal from class.

Attendance

You can miss one class with no questions asked as long as it is not the midterm or in-class final. E-class attendance is defined by students posting on a discussion board, taking a quiz/test, or turning in an assignment during the Collaborate session. I also use my microphone and the chat function in Collaborate to randomly ask students specific questions. If you fail to respond within 15 seconds 3 times a class, you will be marked as absent. I will also be using the breakout groups function of Collaborate many times during the class, so if you fail to participate with your group you will be marked as absent for that class.

Warning: Signing into a class and then walking away from your computer, going on your phone, watching Netflix, etc… will be penalized by marking you as absent from the class. If you have to excuse yourself to go to the bathroom, etc… use the chat function to say that you will be away for 5 minutes. USE COMMON SENSE.

Attendance means coming to classes via Collaborate and staying there until the end unless for a reason or another you previously informed me that you are not able to do it on that particular day. I will evaluate your attendance based on this formula:

•one class absence	Grade: 5
•two class absences	Grade: 3
•three absences	Grade: 1
•four absences	Grade: 0

At 4 or more absences, your total grade will be affected as 5% will be deducted from your final grade for each subsequent absence, e.g. 4 missed classes = -5% deduction, 5 missed classes = -10% and so on

Evaluation and Assessment

Each assignment states assignment expectations and detailed evaluation criteria, which vary according to each assignment's purpose, content, and communication medium. The evaluation criteria will be provided in advance of a given assignment's submission date. Marks will be deducted for mechanical errors in spelling, grammar, punctuation, sentence structure, and documentation.

Office Hours

Office hours will be scheduled via Zoom. Please check our Moodle class shell for more information.

College and Course Policy
EVERY STUDENT ACCEPTED FOR REGISTRATION SHALL BE DEEMED TO HAVE AGREED TO BE
BOUND BY THE POLICIES, RULES AND REGULATIONS OF OKANAGAN COLLEGE.

1.   For face-to-face classes, no recording devices, cameras, computers, or cell phones are permitted in the class unless you have a registered disability that requires the use of such a device. Disability Services should be contacted to request an accommodation.

2.   Late assignments will be penalized. See exact rules in the assignments' pdf. <u>Late in-class assignments will be penalized by -0.5 marks.</u>

3.   All formal assignments need to be uploaded via a Moodle assignment drop-box. <u>Emailed assignments receive an automatic -5 mark deduction.</u>

4.   If you must miss a class, arrange for a fellow student to get you up to date on what you missed. I am not responsible for teaching a class twice, so get a reliable 'study-buddy'.

5.   Ensure that you have read the appropriate work for each class in advance.

6.   If you upload the wrong file to an assignment submission box, it is your responsibility—I will grade only what is submitted via the assigned submission box.

Student Responsibility

It is the student's responsibility to read the course outline carefully and to ask the instructor questions regarding assignments, research et cetera; furthermore, it is the student's responsibility to read the class texts before our discussions, to attend class, to check Moodle daily for class updates and to read college policies in the Okanagan College Calendar. This is a university level course and any questions regarding academic conduct and/or scholarship should be addressed to me in person.

Evaluation and Assessment

Each assignment states assignment expectations and detailed evaluation criteria, which vary according to each assignment's purpose, content, and communication medium. The evaluation criteria will be provided in advance of a given assignment's submission date (except for in-class writing assignments). Marks will be deducted for mechanical errors in spelling, grammar, punctuation, sentence structure, and documentation.

Assignment Evaluation

Each assignment will be assessed according to specific criteria for that unique document or activity. All written assignments will be assessed for Standard Written English, i.e. spelling and sentence mechanics and marks will be deducted for errors in these areas.

Academic Integrity

A brief understanding of OC's academic integrity policy is listed below; however, for a complete definition of this policy in all its various forms please see the college's website page: http://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicIntegrity

1.   Academic integrity violations covered by this policy can take a number of forms. While the following list of examples characterizes the most common instances of integrity violations, the list is not intended to be exhaustive:

      a.   Plagiarism includes but is not limited to, when a student:

            i.   submits or presents work of another person, in whole or part, as that of the student's own work;
            ii.   fails to provide adequate attribution (author/creator must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic

citation) to an author or creator whose work is incorporated into the student's work, including another person's words, ideas, or entire works;

iii. paraphrases material from a source without sufficient acknowledgement;

iv. does not ensure the work is the student's own after the student has sought assistance from a tutor or other scholastic aids.

b. Cheating in assignments, projects, examinations or other forms of evaluation, may include, but is not limited to:

i. using or attempting to use another person's answers/work;

ii. purposely exposing or providing answers to another student(s), or failing to take reasonable measures to protect answers from use by another student(s);

iii. unless permitted by the Instructor, a student submitting identical or virtually identical assignments/materials for evaluation, in the case of students who study/work together, or otherwise, as the student's own work;

iv. sharing information or answers when doing take-home or take-away assignments, tests or examinations except where the Instructor has authorized collaborative work;

v. consulting with another person or unauthorized use or possession of materials or equipment in a lab, test or examination, including, concealing and accessing such aids outside the evaluation room during the evaluation period (e.g. emergency evacuation, washroom break, etc.);

vi. resubmitting altered test or examination work after it has already been evaluated;

vii. students communicating with one another in any way during a test or examination;

viii. accessing or attempting to access examinations or tests before the student is authorized to do so;

c. impersonating another student on a lab, examination or test, facilitating the impersonation of a student, unauthorized use of another person's signature or identification in order to impersonate someone else, or benefiting from the results of such impersonation. Impersonation includes both the impersonator and the person initiating the impersonation. Multiple submissions - submitting the same, or substantially the same, work more than once (whether the earlier submission was at the College or another institution) unless prior approval has been obtained from the Instructor to whom the material is to be submitted.

Online Course Technology

By signing up for an online course, you are responsible for:

- functioning mic
- functioning headphones
- reliable Internet connection
- reliable computing device
- ability to use and navigate Moodle quizzes, assignment in-boxes and other Moodle requirements.

Implementation date: June 2021
Cost: N/A

CMNS 145-3-3 Technical Writing & Communications II for CIEN
New Course
Rationale:
Over the past 15 years, the learning outcomes, service course needs--determined by the program PAC--and the national accreditation body requirements have evolved so that CMNS 143 for CIEN (winter) no longer matches the course content, assignments and learning outcomes of other sections of CMNS 143. These cumulative changes prompted faculty to determine that both a formal course revision and a number change was warranted. Students with credit for CMNS 143 may not take CMNS 145 without approval from the CIEN department chair.
In summary, 145 replaces 143 for the Civil Engineering Diploma only.
Calendar Description:
CMNS 145 is a second level course designed for the CIEN program. It develops small-group, collaborative, communication competencies and best practices required in synchronous and asynchronous contexts. Students develop writing and secondary research skills required for completing informal and formal research reports. Emphasis is placed on learning the best practices and competencies for delivering oral presentations. Students with credit for CMNS 143 may not take CMNS 145 without approval from the CIEN department chair.
Prerequisites:
CMNS 135
Course outline:

Okanagan College
Department of Communications

CMNS 145: Technical Communications II for CIEN Technology

Instructor: Marc Arellano   Office: E424   Phone: 4212   Office hours: T.B.A.

Course Description
   This one-semester course develops small group and team communication skills required by Civil Engineering Technicians in the field and in collaborative writing contexts. Students develop writing and secondary research skills required for completing short informal reports as well as formal research reports. Special emphasis is placed on learning the best practices and competencies for delivering oral presentations.

Prerequisites
   CMNS 135

Texts/Materials
- A course pack has been prepared for this course and can be purchased through the OC bookstore.
- Paul V. Anderson and Kerry Surman. Technical Communication: A Reader-Centred Approach (first Canadian edition)
- Other class material will be posted on Moodle

Learning Outcomes
   At the end of this course, students should be able to:

- collaborate to plan and complete group projects such as informal and formal reports
- demonstrate competencies and best practices for writing informational summaries
- research and analyze primary and secondary sources
- understand concepts related to visual communication in contexts such as reports and presentations
- design attractive formats that enhance written and oral reports
- deliver participation-based seminars
- understand the difference between soft and hard communication skills

Course Content

This course focuses on a collaborative report using innovative and contemporary communication methods and deliverables; therefore, a number of reading, writing, and oral assignments will relate to that project.

Class discussion topics will include:

- applications of non-verbal communications to workplace settings
- problem solving and critical thinking
- research and documentation techniques
- design and use of graphics in written and oral reports
- writing efficiently as well as writing clearly and persuasively
- interpersonal communication skills

Evaluation

Seminar	20%
Summary	10%
Summary Draft	5%
Midterm	10%
Short Report I	10%
Formal Report II	15%
Formal Report II Draft	5%
Final Quiz	10%
Participation	10%
Attendance	5%

Method of Instruction

Because this is a learner-centred course, students share responsibility with the instructor for the success of each class session. Having carefully read and contemplated the texts and topics under consideration in advance of a given class, students should be prepared for vibrant class discussion. Classes will feature a combination of lectures, presentations, individual and collaborative work, workshops, and seminars.

Professional Participation

Demonstrate leadership ability in the classroom. Develop a good working relationship with the instructor and all other students. Make an overall positive impact on the tone and discussions of class.

Keep in mind that quality is preferred to quantity, so only comments, questions and discussions that directly relate to an improved understanding of the topic at hand qualify for participation marks.

Bottom line: Positive, productive relationships with your instructor and classmates impact your participation mark; whereas, flaming others, dominating group or in-class discussions and failing to make a positive

connection with your instructor and/or classmates detract from your participation mark and may even result in your dismissal from class.

Attendance
You can miss one class with no questions asked as long as it is not the midterm or in-class final. E- class attendance is defined by students posting on a discussion board, taking a quiz/test, or turning

in an assignment during the Collaborate session. I also use my microphone and the chat function in Collaborate to randomly ask students specific questions. If you fail to respond within 15 seconds 3 times a class, you will be marked as absent. I will also be using the breakout groups function of Collaborate many times during the class, so if you fail to participate with your group you will be marked as absent for that class.

Warning: Signing into a class and then walking away from your computer, going on your phone, watching Netflix, etc… will be penalized by marking you as absent from the class. If you have to excuse yourself to go to the bathroom, etc… use the chat function to say that you will be away for 5 minutes. USE COMMON SENSE.

•one class absence	Grade: 5
•two class absences	Grade: 4
•three absences	Grade: 3
•four absences	Grade: 2
•five absences	Grade: 0
•six absences	at six or more absences, your total grade will be affected as 5% will be deducted from your final grade for each subsequent absence, e.g. six missed classes = -5% deduction, seven missed classes = -10% and so on

Assignment Evaluation
Each assignment will be assessed according to specific criteria for that unique document or activity. All written assignments will be assessed for Standard Written English, i.e. spelling and sentence mechanics and marks will be deducted for errors in these areas.

The requirements for a passing grade include: completion of all assigned writing, corrections, revisions, and exercises, competence in written Standard English, constructive class participation and professional conduct.

College and Course Policy

EVERY STUDENT ACCEPTED FOR REGISTRATION SHALL BE DEEMED TO HAVE AGREED TO BE BOUND BY THE POLICIES, RULES AND REGULATIONS OF OKANAGAN COLLEGE.

Academic Integrity
A brief understanding of OC's academic integrity policy is listed below; however, for a complete definition of this policy in all its various forms please see the college's website page: http://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicIntegrity

1. Academic integrity violations covered by this policy can take a number of forms. While the following list of examples characterizes the most common instances of integrity violations, the list is not intended to be exhaustive:

    a. Plagiarism includes but is not limited to, when a student:
        i. submits or presents work of another person, in whole or part, as that of the student's own work;
        ii. fails to provide adequate attribution (author/creator must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation) to an author or creator whose work is incorporated into the student's work, including another

person's words, ideas, or entire works;

iii.   paraphrases material from a source without sufficient acknowledgement;

iv.   does not ensure the work is the student's own after the student has sought assistance from a tutor or other scholastic aids.

b. Cheating in assignments, projects, examinations or other forms of evaluation, may include, but is not limited to:

i.   using or attempting to use another person's answers/work;

ii.   purposely exposing or providing answers to another student(s), or failing to take reasonable measures to protect answers from use by another student(s);

iii.   unless permitted by the Instructor, a student submitting identical or virtually identical assignments/materials for evaluation, in the case of students who study/work together, or otherwise, as the student's own work;

iv.   sharing information or answers when doing take-home or take-away assignments, tests or examinations except where the Instructor has authorized collaborative work;

v.   consulting with another person or unauthorized use or possession of materials or equipment in a lab, test or examination, including, concealing and accessing such aids outside the evaluation room during the evaluation period (e.g. emergency evacuation, washroom break, etc.);

vi.   resubmitting altered test or examination work after it has already been evaluated;

vii.   students communicating with one another in any way during a test or examination;

viii.   accessing or attempting to access examinations or tests before the student is authorized to do so;

ix.   impersonating another student on a lab, examination or test, facilitating the impersonation of a student, unauthorized use of another person's signature or identification in order to impersonate someone else, or benefiting from the results of such impersonation. Impersonation includes both the impersonator and the person initiating the impersonation.

c. Multiple submissions - submitting the same, or substantially the same, work more than once (whether the earlier submission was at the College or another institution) unless prior approval has been obtained from the Instructor to whom the material is to be submitted.

Course Policies

1.   For face-to-face classes, no recording devices, cameras, computers, or cell phones are permitted in the class unless you have a registered disability that requires the use of such a device. Disability Services should be contacted to request an accommodation.

2.   Late assignments will be penalized. See exact rules in the assignments' pdf. Late in-class assignments will be penalized by -0.5 marks.

3.   All formal assignments need to be uploaded via a Moodle assignment drop- box. Emailed assignments receive an automatic -5 mark deduction.

4.   If you must miss a class, arrange for a fellow student to get you up to date on what you missed. I am not responsible for teaching a class twice, so get a reliable 'study-buddy'.

5.   Ensure that you have read the appropriate work for each class in advance.

6. If you upload the wrong file to an assignment submission box, it is your responsibility—I will grade only what is submitted via the assigned submission box.

Student Responsibility

It is the student's responsibility to read the course outline carefully and to ask the instructor questions regarding assignments, research et cetera; furthermore, it is the student's responsibility to read the class texts before our discussions, to attend class, to check Moodle daily for class updates and to read college policies in the Okanagan College Calendar. This is a university level course and any questions regarding academic conduct and/or scholarship should be addressed to me in person.

Evaluation and Assessment

Each assignment states assignment expectations and detailed evaluation criteria, which vary according to each assignment's purpose, content, and communication medium. The evaluation criteria will be provided in advance of a given assignment's submission date (except for inclass writing assignments). Marks will be deducted for mechanical errors in spelling, grammar, punctuation, sentence structure, and documentation.

Office Hours and Email

Office hours will be scheduled via Zoom. Please check our Moodle class shell for more information. These weekly opportunities are important as I do not discuss assignments via email, nor do I teach over email.

Online Course Technology
By signing up for an online course, you are responsible for:

- functioning mic
- functioning headphones
- reliable Internet connection
- reliable computing device
- ability to use and navigate Moodle quizzes, assignment in-boxes and other Moodle requirements.

Implementation date: June 2021
Cost: N/A

ELR 020 – 70 hours - English Language Reading Level 2
New Course
Rationale:
ELR 020 is the reading component of the existing ELRW 020 course. Offering this course in two components provides flexibility for the program.
Calendar Description:
This course focuses on basic skills for reading in English. Vocabulary and comprehension are developed through a variety of popular readings to reach outcomes for Canadian Language Benchmark Level 4. Out-of-class reading assignments are included. Note: Completion of ELW 020 and ELR 020 is the equivalent to completion of ELRW 020.
Prerequisites:
A minimum of 65% ELRW 010 or by meeting the admission requirements for EL level 2.
Course outline:

English Language Department

Instructor: Email:
Phone: Office:

Calendar Description

This course focuses on basic skills for reading in English. Vocabulary and comprehension are developed through a variety of popular readings to reach outcomes for Canadian Language Benchmark Level 4. Out-of-class reading assignments are included.

Course Objectives

- Understand simple personal messages such as invitations, thanks, apologies, quick updates and arrangements, within the context of daily experience. Get the gist, key information and main idea.
- Identify specific important details and words that identify politeness and tone.
- Follow 1 to 6 step common everyday instructions and instructional texts.
- Identify purpose, topic, layout, key information and important details from short business brochures, notices, form letters, charts and flyers.
- Locate specific information in formatted texts such as schedules, forms, tables, directories.
- Identify main idea, key information and important details of simple, explicit 2 to 3 paragraph descriptive or narrative continuous text, in printed or electronic form.
- Demonstrate understanding of simple maps, diagrams and graphs.
- Scan for a range of details (words, phrases, and numbers).
- Identify facts and opinions.
- Compare and contrast pieces of information to make choices.

Course Assessment

- Assignments.. 20%
- Weekly Quizzes.. 40%
- Mid-term Exam... 20%
- Final Exam 20%

Course Materials

1. Please bring a notebook and dictionary to class.
2. Textbooks: *Thoughts and Notions* and *Basic Reading Power*(OC Library)
3. Novel: *Stone Fox* (OC Library)
4. Handouts
5. Moodle

Please Note

1. This syllabus is subject to change at the discretion of the instructor.
2. Out of respect to other students, use English in the class at all times.
3. Students are expected to follow the attendance policy.
4. Cheating on any work will result in a grade of zero on that work.

Implementation date: September 2021
Cost: N/A

ELR 030 – 70 hours - English Language Reading Level 3
New Course
Rationale:
ELR 030 is the reading component of the existing ELRW 030 course. Offering this course in two components provides flexibility for the program.
Calendar Description:
This course is a continuation of ELR 020. Students will continue to develop vocabulary and comprehension by understanding simplified academic texts to reach the reading outcomes for Canadian Language Benchmark Level 5. Out-of-class reading assignments are included. Note: Completion of ELW 030 and ELR 030 is the equivalent to completion of ELRW 030.
Prerequisites:
A minimum of 65% in ELR 020 and
a minimum of 65% in ELRW 010 or ELLS 010;
or by meeting the admission requirements for EL level 3.
Course outline:

English Language Department
ELR 030
English Language Reading Level 3

Instructor: Email:
Phone: Office:

Calendar Description

Course Objectives

- 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.
- Follow 7 to 10 step instructions for everyday instructions and procedures.
- 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.
- Interpret information contained in standard formatted texts such as diagrams, tables, graphs or website navigation menus.
- 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.
- Access two pieces of relevant information from web sources, print reference sources, tables of content, indexes, and glossaries.
- Scan for a range of details (words, phrases, or numbers).
- Distinguish facts from opinions.
- Compare facts to make choices.

Course Assessment

- Assignments.. 20%
- Weekly Quizzes... 40%
- Mid-term Exam.. 20%
- Final Exam 20%

Course Materials

1. Please bring a notebook and dictionary to class.

2. Textbooks: *Password 3* (OC Bookstore)

3. Novel: *The Prince and the Pauper* (Penguin Readers Level 2, OC Library)

4. Handouts

5. Moodle

Please Note

1. This syllabus is subject to change at the discretion of the instructor.

2. Out of respect to other students, use English in the class at all times.

3. Students are expected to follow the attendance policy.

4. Cheating on any work will result in a grade of zero on that work.

Implementation date: September 2021
Cost: N/A

ELR 040 – 70 hours - English Language Reading Level 4
New Course
Rationale:
The EL department is proposing that an additional level of general English be offered to students in order to assist them in building a stronger foundation in their language learning education. Students are entering the English for Academic Purposes Certificate in need of broader language competency. By offering an additional level,in the EL Certificate the department aims to better prepare students for the successful completion of the EAP Certificate and academic courses.
Calendar Description:
This course is a continuation of ELR 030. Students will continue to develop vocabulary and comprehension by building skills such as skimming, scanning, predicting, recognizing bias, and deducing meaning through the reading of simplified academic texts, articles, short essays, and fiction to reach outcomes for Canadian Language Benchmark 6. Out of class reading assignments are included. Note: Completion of ELR 040 and ELW 040 is equivalent to completion of ELRW 040.
Prerequisites:
A minimum of 65% in ELR 030 and
a minimum of 65% in ELW 020 and ELLS 020;
or by meeting the admission requirements for EL level 4.
Course outline:

English Language Department
ELR 040
English Language Reading Level 4

Instructor:	Email:
Phone:	Office:

Calendar Description

This course is a continuation of ELR 030. Students will continue to develop vocabulary and comprehension by building skills such as skimming, scanning, predicting, recognizing bias, and deducing meaning through the reading of simplified academic texts, articles, short essays, and fiction to reach outcomes for Canadian Language Benchmark 6. Out of class reading assignments are included.

Course Objectives

- Identify factual details and inferred meanings in moderately complex social messages such as announcements containing cancellation of plans, apologies.
- Follow a set of common everyday instructions and procedures (up to 10 steps). Interprets sequence and location signals and implied meanings to infer the correct sequence.
- Identify purpose, topic, key information, factual details and some inferred meanings in moderately complex texts containing advice, requests, or detailed specifications.
- Identify purpose, main ideas, key information, factual and supporting details, and inferred meanings in a one-page or 3 to 5 paragraph moderately complex descriptive or narrative printed or electronic text. Retell or summarize.
- Distinguish facts from opinions.
- Interpret information contained in formatted texts such as diagrams, tables, graphs or website navigation menus.
- Skim, scan and locate 2 or 3 pieces of information in moderately complex formatted texts such as charts or forms or website navigation menus. Identify layout and organization of text to find the information needed.
- Demonstrate understanding of cycle diagrams, timelines.
- Using effective search strategies, access, locate and compare 2 or 3 pieces of information from an on-line or print reference source.

Course Assessment

- Assignments.. 20%
- Weekly Quizzes.. 40%
- Mid-term Exam... 20%
- Final Exam 20%

Course Materials

1. Please bring a notebook and dictionary to class.
2. Textbooks: *Password 4* (OC Bookstore)
3. Novel: *The Diary of a Young Girl* / Anne Frank; retold by Cherry Gilchrist (OC Library)
4. Handouts
5. Moodle

Please Note

1. This syllabus is subject to change at the discretion of the instructor.
2. Out of respect to other students, use English in the class at all times.
3. Students are expected to follow the attendance policy.
4. Cheating on any work will result in a grade of zero on that work.

Implementation date: September 2021
Cost: N/A

ELW 020 – 70 hours - English Language Writing Level 2
New Course
Rationale:
ELW 020 is the writing component of the existing ELRW 020 course. Offering this course in two components provides flexibility for the program.
Calendar Description:
This course focuses on basic skills for writing in English. Students will develop their understanding of the written language by writing on familiar topics. They will continue to develop their vocabulary, grammar, and organizational skills to reach the writing outcomes for Canadian Language Benchmark Level 4. Individual sessions with the instructor will encourage students to become critical readers of their own writing. Note: Completion of ELW 020 and ELR 020 is equivalent to completion of ELRW 020.
Prerequisites:
A minimum of 65% ELRW 010 or or by meeting the admission requirements for EL level 2.
Course outline:

English Language Department
ELW 020
English Language Writing Level 2

Instructor: Email:

Phone: Office:

Calendar Description
This course focuses on basic skills for writing in English. Students will develop their understanding of the written language by writing on familiar topics. They will continue to develop their vocabulary, grammar, and organizational skills to reach the writing outcomes for Canadian Language Benchmark Level 4. Individual sessions with the instructor will encourage students to become critical readers of their own writing.

Course Objectives

1. *Convey personal messages in an informal or formal personal short letter or note to express invitations, thanks, regrets, cancellations and apologies.*

2. *Copy short texts from encyclopaedias, catalogues, directories, manuals to record information to complete*

tasks, or to learn information.

3. *Fill out simple forms such as basic job application or car rental from.*

4. *Write short notes such as business or service messages, to convey simple messages.*

5. *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.*

6. *Convey main ideas and supports them with some detail so that a reader can follow.*

7. *Express preferences relevant to the content and with some supporting explanation.*

Course Textbook and Resources
1. Q Skills for Success: Reading and Writing Level 1
2. Teacher developed resources

Course Evaluation
1. Assignments   35%
2. Quizzes   25%
3. Midterm Exam   20%
4. Final Exam   20%
Notes:

1. Regular attendance is expected. Please email the teacher if you cannot attend.

2. Cheating of any kind is not acceptable. Examples of cheating are using another person's answers or assignment as your own. Cheating will result in a grade of 0 on that assignment, quiz or exam.

3. Try to use English in the classroom at all times.

Implementation date: September 2021
Cost: N/A

ELW 030 – 70 hours - English Language Writing Level 3
New Course
Rationale:
ELW 030 is the reading component of the existing ELRW 030 course. Offering this course in two components provides flexibility for the program.
Calendar Description:
This course is a continuation of ELW 020. Students will develop their understanding of the written language by writing on popular topics and their cultural background. Students continue to develop vocabulary, grammar and organizational skills to reach the writing outcomes for Canadian Language Benchmark 5. Individual sessions with the instructor will encourage learners to become critical readers of their own writing. Note: Completion of ELW 030 and ELR 030 is equivalent to the completion of ELRW 030.
Prerequisites:
A minimum of 65% in ELW 020 and
a minimum of 65% in ELRW 010 or ELLS 010;
or by meeting the admission requirements for EL level 3.
Course outline:

English Language Department
ELW 030
English Language Writing Level 3

Instructor: Email:

Phone: Office:

Calendar Description

This course is a continuation of ELW 020. Students will develop their understanding of the written language by writing on popular topics and their cultural background. Students continue to develop vocabulary, grammar and organizational skills to reach the writing outcomes for Canadian Language Benchmark 5. Individual sessions with the instructor will encourage learners to become critical readers of their own writing.

Course Objectives

1. Convey a personal message in a formal short (about 1 paragraph) letter, note, or email such as expressing/ responding to invitations, quick updates, and feelings.
2. Reduce one page of written information to a list of 7 to 10 important points.
3. Write down live phone messages, everyday voice mail messages or recorded information, reducing information to important points with 5 to 7 accurate details.
4. Produce text, including names, addresses, dates, directions and other details that are recorded correctly and legibly.
5. Fill out moderately complex forms with required information (e.g. utility application, accident report).
6. Write short (3 to 5 sentences) personal business or service correspondence (e.g. to request a refund or cancel a meeting with instructor).
7. 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.

8.   Course Textbook and Resources

1. Q Skills for Success: Reading and Writing Level 2
2. Great Writing 1
3. Teacher developed resources

Course Evaluation

5.	Assignments	35%
6.	Quizzes	25%
7.	Midterm Exam	20%
8.	Final Exam	20%

Notes:

1. Regular attendance is expected. Please email the teacher if you cannot attend.

2. Cheating of any kind is not acceptable. Examples of cheating are using another person's answers or assignment as your own. Cheating will result in a grade of 0 on that assignment, quiz or exam.

3. Try to use English in the classroom at all times.

Implementation date: September 2021
Cost: N/A

ELW 040 – 70 hours - English Language Writing Level 4
New Course
Rationale:
The EL department is proposing that an additional level of general English be offered to students in order to assist them in building a stronger foundation in their language learning education. Students are entering the English for Academic Purposes Certificate in need of broader language competency. By offering an additional level in the EL Certificate, the department aims to better prepare students for the successful completion of the EAP Certificate and academic courses.
Calendar Description:
This course is a continuation of ELW 030. Students will develop their understanding of the written language by writing on familiar topics in formal and informal contexts. Students continue to develop vocabulary, grammar and organizational skills to reach the writing outcomes for Canadian Language Benchmark 6. Individual sessions with the instructor will encourage students to become critical readers of their own writing. Note: Completion of ELW 040 and ELR 040 is equivalent to completion of ELRW 040.
Prerequisites:
A minimum of 65% in ELW 030 and
a minimum of 65% in ELR 020 or ELLS 020;
or by meeting the admission requirements for EL level 4.
Course outline:

English Language Department
ELW 030
English Language Writing Level 3

Instructor: Email:

Phone: Office:

Calendar Description
This course is a continuation of ELW 020. Students will develop their understanding of the written language by writing on popular topics and their cultural background. Students continue to develop vocabulary, grammar and organizational skills to reach the writing outcomes for Canadian Language Benchmark 5. Individual sessions with the instructor will encourage learners to become critical readers of their own writing.

Course Objectives
9. Convey a personal message in a formal short (about 1 paragraph) letter, note, or email such as expressing/ responding to invitations, quick updates, and feelings.
10. Reduce one page of written information to a list of 7 to 10 important points.

11. Write down live phone messages, everyday voice mail messages or recorded information, reducing information to important points with 5 to 7 accurate details.
12. Produce text, including names, addresses, dates, directions and other details that are recorded correctly and legibly.
13. Fill out moderately complex forms with required information (e.g. utility application, accident report).
14. Write short (3 to 5 sentences) personal business or service correspondence (e.g. to request a refund or cancel a meeting with instructor).
15. 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.

16. Course Textbook and Resources

1. Q Skills for Success: Reading and Writing Level 2
2. Great Writing 1
3. Teacher developed resources

Course Evaluation

1.	Assignments	35%
2.	Quizzes	25%
3.	Midterm Exam	20%
4.	Final Exam	20%

Notes:

1. Regular attendance is expected. Please email the teacher if you cannot attend.

2. Cheating of any kind is not acceptable. Examples of cheating are using another person's answers or assignment as your own. Cheating will result in a grade of 0 on that assignment, quiz or exam.

3. Try to use English in the classroom at all times.

Implementation date: September 2021
Cost: N/A

ELLS 040 – 140 hours - English Language Listening and Speaking Level 4
New Course
Rationale:
The EL department is proposing that an additional level of general English be offered to students in order to assist them in building a stronger foundation in their language learning education. Students are entering the English for Academic Purposes Certificate in need of broader language competency. By offering an additional level in the EL Certificate, the department aims to better prepare students for the successful completion of the EAP Certificate and academic courses.
Calendar Description:
ELLS 040-140 hours
English Language Listening and Speaking Level 4
This course is a continuation of ELLS 030. Students will continue to develop their abilities in speaking through engaging in discussion, reporting information, asking and answering questions and other oral strategies appropriate to this level. Through a variety of listening and speaking activities, students will continue to learn vocabulary, grammar and pronunciation skills to reach the speaking and listening outcomes for Canadian Language Benchmark 6.
Prerequisites:
A minimum of 65% in ELLS 030 and
a minimum of 65% in ELRW 020 or ELR 020 and
ELW 020;
or by meeting the admission requirements for EL level 4.
Course outline:

English Language Department
English Language Listening and Speaking Level 4
ELLS 040

Instructor: Email:

Phone: Office:

Calendar Description

This course is a continuation of ELLS 030. Students will continue to develop their abilities in speaking through engaging in discussion, reporting information, asking and answering questions and other oral strategies appropriate to this level. Through a variety of listening and speaking activities, students will continue to learn vocabulary, grammar and pronunciation skills to reach the speaking and listening outcomes for Canadian Language Benchmark 6.

Course Objectives

1. Identify specific factual details, facts, opinions, inferred meanings and functional expressions in common social exchanges such as making/ cancelling appointments and expressing apologies/ regrets/ excuses/problems in communication.
2. Identify formal and casual register, situation, relationship, intent, mood or emotional state.
3. Follow sets of instructions for technical and non-technical tasks, including when sequence of steps must be inferred.
4. Follow calls requiring some detail, where context is familiar and predictable.
5. Identify the intent/ purpose, main idea, factual details, opinions, inferred meaning, key words, and functional expressions in everyday communication used to influence or persuade such as suggestions, advice, encouragement and requests.
6. Understand short group interactions and discussions, identifying the signals for collaboration, turn-taking, and interruptions.
7. Understand descriptive or narrative monologues or presentations, identifying main ideas, supporting details, factual details, opinions, key phrases/statements/ examples, implied meanings, explanations and opinions.
8. Open, maintain and close a short, routine formal conversation such as making/cancelling an appointment or arrangement and expressing/responding to apology, regret and excuses.
9. Introduce a person to a small familiar group.
10. Manage conversation by indicating partial comprehension, by taking turns, by encouraging others and by avoiding answering questions.
11. Answer phone, communicate on familiar information and take/leave phone messages with 3 to 5 details.
12. Give a sequential set of instructions dealing with simple daily actions and routines.
13. Make a simple informal or somewhat formal suggestion and provide reason(s).
14. Make or renew a verbal request for an item or service.
15. Make a simple prediction of consequences.
16. Interact one-on-one to ask for and provide information in an interview related to daily activities.
17. Give a structured presentation (introduction, development, conclusion) to relate a detailed sequence of events from the past, to tell a detailed story (including reasons and consequences), and to describe/compare people, places, objects, situations or a simple process.

18. Participate in a small group discussion/meeting on familiar topics and issues to express opinions

Course Textbook and Resources

- Pathways 2, Listening and Speaking
- Moodle Resources
- Teacher developed resources
- Dictionary

Course Evaluation

- Attendance and Participations (5% each)   10%
- Homework and in-class assignments   25%
- Oral Presentations   20%
- Group Project   10%
- Midterm Exam   15%
- Final Exam   20%

Notes

1. Regular attendance is expected. Please email the teacher if you cannot attend.

2. Cheating of any kind is not acceptable. Examples of cheating are using another person's answers or assignment as your own. Cheating will result in a grade of 0 on that assignment, quiz or exam.

3. Try to use English in the classroom at all times.

Implementation date: September 2021
Cost: N/A

ELRW 040 – 140 hours - English Language Reading and Writing 4
New Course
Rationale:
We are adding on a fourth level to the English Language Certificate. This course is a continuation of the current combined reading and writing courses, ELRW 030. This course is at Level 4.
Calendar Description:
This is a low-intermediate level reading and writing course. Students continue to develop their literacy skills by reading about common and popular topics and by writing in the range of 500-750 words on familiar experiences. Self-paced activities develop learners own level of literacy. Skill development helps students reach the writing outcomes for Canadian Language Benchmark Level 6. Note: Completion of ELRW 040 is equivalent to completion of both ELR 040 and ELW 040.
Prerequisites:
A minimum of 65% in ELRW 030 or ELR 030 and ELW 030, and
a minimum of 65% in ELLS 020;
or by meeting the admission requirements for EL level 4.
Course outline:

English Language Department
Course Outline
ELRW 040

ELRW 040 140 hours
English Language Reading and Writing 4

Course Description
This is a low-beginner level reading and writing course. Students continue to develop their literacy skills by reading about common and popular topics and by writing in the range of 500-750 words on familiar experiences. Self-paced activities develop learners own level of literacy. Skill development helps students reach the writing outcomes for Canadian Language Benchmark Level 6.

Course Outcomes
Reading
A. Identify factual details and inferred meanings in moderately complex social messages such as announcements containing cancellation of plans, apologies.
B. Follow a set of common everyday instructions and procedures (up to 10 steps). Interprets sequence and location signals and implied meanings to infer the correct sequence.
C. Identify purpose, topic, key information, factual details and some inferred meanings in moderately complex texts containing advice, requests, or detailed specifications.
D. Identify purpose, main ideas, key information, factual and supporting details, and inferred meanings in a one-page or 3 to 5 paragraph moderately complex descriptive or narrative printed or electronic text. Retell or summarize.
E. Distinguish facts from opinions.
F. Interpret information contained in formatted texts such as diagrams, tables, graphs or website navigation menus.
G. Skim, scan and locate 2 or 3 pieces of information in moderately complex formatted texts such as charts or forms or website navigation menus. Identify layout and organization of text to find the information needed.
H. Demonstrate understanding of cycle diagrams, timelines.
I. Using effective search strategies, access, locate and compare 2 or 3 pieces of information from an on-line or print reference source.
Writing
A. Convey familiar/personal information in standard 1 or 2 paragraph letters, messages, or emails, expressing or responding to congratulations, thanks, apologies or offers of assistance.
B. Take notes and reduce oral and written information to important points, including 7 to 10 accurate details.
C. Write down live phone messages, everyday voice mail messages or recorded information, reducing information to important points with 7 to 8 accurate details.
D. Produce text, including names, addresses, dates, directions and other details that are recorded legibly, with correct spelling, punctuation and capitalization.
E. Fill out moderately complex forms with required information (e.g. detailed job application forms, limited reports).
F. Convey clear, appropriate messages as short notes or letters.
G. Write 1 to 2 connected paragraphs to relate a sequence of events, tell a story, provide a detailed description or comparison of people, places, objects, animals, plants, or routines, or relate simple processes/procedures including information from other sources such as photos, drawings, flow charts or diagrams.

Course Assessment

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

Course Materials:
Q Series Reading and Writing 3
Pathways 1: Reading and Writing
Penguin Novel at Level 4-5
Longman Academic Writing Series Book 3
Trio Writing Book 3
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
5. Regular attendance is expected of all students in the EL Department.

Implementation date: September 2021
Cost: N/A

ELLS 010 English Language Listening and Speaking level 1
Course revision:
- Prerequisites

Rationale:
The current prerequisites do not represent the other tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing to the EAP certificate.
Prerequisites:

Current	Proposed
Placement at Level 1 Listening and Speaking on OCELA	Students will place at EL level 1 with an overall placement at Level 1 OCELA, or an overall IELTS less than 3.5, or a Duolingo score of less than 45.

Implementation date: September 2021
Cost: N/A

ELLS 020 English Language Listening and Speaking level 2
Course revision:
- Prerequisites

Rationale:
The current prerequisites do not represent the other tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing to the EAP certificate.
Prerequisites:

Current	Proposed
ELLS 0101 or Placment at Level 2 Listening and Speaking on OCELA. 1 minimum grade of 65 required	A minimum of 65% in ELLS 010 or by meeting the admission requirements for EL level 2.

Implementation date: September 2021
Cost: N/A

ELLS 030 English Language Listening and Speaking level 3
Course revision:
- Prerequisites

Rationale:
The current prerequisites do not represent the other tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing to the EAP certificate.
Prerequisites:

Current	Proposed
ELLS 0201 or Placment at Level 3 Listening and Speaking on OCELA.	A minimum of 65% in ELLS 020 and a minimum of 65% in ELRW 010;

1 minimum grade of 65 required	or by meeting the admission requirements for EL level 3.

Implementation date: September 2021
Cost: N/A

ELRW 010 English Language Reading and Writing Level 1
Course revision:
- Prerequisites

Rationale:
The current prerequisites do not represent the other tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing to the EAP certificate.

Prerequisites:

Current	Proposed
placement at Level 1 Reading and Writing OCELA	Students will place at EL level 1 with an overall placement at Level 1 OCELA, or an overall IELTS less than 3.5, or a Duolingo score of less than 45.

Implementation date: September 2021
Cost: N/A

ELRW 020 English Language Reading and Writing Level 2
Course revision:
- Description
- Prerequisites

Rationale:
The current prerequisites do not represent the other tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing to the EAP certificate.

Description:

Current	Proposed
This is a beginner level reading and writing course. Students develop their literacy skills by reading about familiar and popular topics and by writing the range of 125-250 words on everyday experience. Self-paced activities develop learners own level of literacy. Skill development helps students reach writing outcomes for Canadian Language Benchmark Level 4	This is a beginner level reading and writing course. Students develop their literacy skills by reading about familiar and popular topics and by writing the range of 125-250 words on everyday experience. Self-paced activities develop learners own level of literacy. Skill development helps students reach writing outcomes for Canadian Language Benchmark Level 4. Note: Completion of ELRW 020 is equivalent to completion of both ELR 020 and ELW 020.

Prerequisites:

Current	Proposed
ELRW 0101 or placement at Level 2 Reading and Writing on OCELA 1 minimum grade of 65 required	A minimum of 65% in ELRW 010; or by meeting the admission requirements for EL level 2.

Implementation date: September 2021
Cost: N/A

ELRW 030 English Language Reading and Writing Level 3
Course revision:
- Description
- Prerequisites

Rationale:
The current prerequisites do not represent the other tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing to the EAP certificate.

Description:

Current	Proposed

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	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. Note: Completion of ELRW 030 is equivalent to completion of both ELR 030 and ELW 030.

Prerequisites:

Current	Proposed
ELRW 0201 or placement at Level 3 Reading and Writing on OCELA. 1 minimum grade of 65 required	A minimum of 65% in ELRW 020 or ELR 020 and ELW 020 and a minimum of 65% in ELLS 010; or by meeting the admission requirements for EL level 3.

Implementation date: September 2021
Cost: N/A

English Language Certificate
Program revision:
- Addition of courses
- Admission requirements
- Graduation requirements
- Program description
- Program outline
- Resequencing of courses
- Revision of courses

Rationale:
The EL Department is proposing a restructuring of the levels currently offered in order to assist students in building a stronger foundation in their language learning education. The Department has noticed that a number of students are entering the English for Academic Purposes Certificate inadequately prepared. By offering an additional level in the English Language Certificate, the department aims to better prepare students for the successful completion of the EAP Certificate and their academic courses. Regarding the Admission Requirements change, the current requirement is the in-house assessment, OCELA. Other on-line and globally available tests are needed now and have been used for a number of years. These tests are IELTS, TOEFL, and Duolingo. In addition, a change from single course prerequisites to multiple course prerequisites will help build students' overall language competency.

Addition of courses:
ELR 020, ELW 020, ELR 030, ELW 030, ELW 040, ELR 040, ELLS 040, ELRW 040

Admission requirements:

Current	Proposed
The department will place students depending on their OCELA score. Students who score lower than OCELA Level 1 will begin the English Language Certificate at Semester One.	The department will place students depending on one of the following test scores: OCELA, IELTS, TOEFL, or Duolingo. Students who score lower than EL Level 1 may begin the English Language Certificate at Semester One. Students will place at EL level 1 with an overall placement at Level 1 OCELA, or an overall IELTS less than 3.5, or a Duolingo score of less than 45. Students will place at EL level 2 with an overall placement at Level 2 OCELA, or an overall IELTS 3.5, or a Duolingo score of 45-50.

| | | | | | | Students will place at EL level 3 with an overall placement at Level 3 OCELA, or an overall IELTS 4.0, or a Duolingo score of 55-60.
Students will place at EL level 4 with an overall placement at Level 4 OCELA, or an overall IELTS 4.5, or a Duolingo score of 65-70, or a TOEFL iBT score of 52-59. |

Graduation requirements:

Current	Proposed
Minimum grade of 65% in each of ELLS 030 and ELRW 030.	Minimum grade of 65% in ELRW 040 or ELW 040 and ELR 040, and ELLS 040.

Program description:

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

Full time students take 20 hours of classes per week. There are classes for listening and speaking (ELLS) 10 hours per week, reading and writing (ELRW) 10 hours per week, reading (ELR) 5 hours per week, and writing (ELW) 5 hours per week.

Program outline:

English Language Certificate

	Current			Proposed		REVISE	ADD
Semester	Course Code	Hours	Semester	Course Code	Hours		
1	ELLS 010 ELRW 010	140 140	1	ELLS 010 ELRW 010	140 140	ELLS 010 ELRW 010	
2	ELLS 020 ELRW 020	140 140	2	ELLS 020 ELRW 020 or ELR 020 ELW 020	140 140 70 70	ELLS 020 ELRW 020	ELR 020 ELW 020
3	ELLS 030 ELRW 030	140 140	3	ELLS 030 ELRW 030 or ELR 030 ELW 030	140 140 70 70	ELLS 030 ELRW 030	ELR 030 ELW 030
			4	ELLS 040 ELRW 040 or ELR 040 ELW 040	140 140 70 70		ELLS 040 ELRW 040 ELR 040 ELW 040

Notes:
- Content of EAP Level 1 is now the new EL Level 4 courses
- Course codes EAPD 040 and EAPS 040 will not be deleted as this time.
- Combined ELRW and EAPS courses will be maintained in the 'course catalogue'. They have been updated to reflect the changes to prerequisites.

Revision of courses:
ELLS 010, ELRW 010, ELLS 020, ELRW 020, ELLS 030, ELRW 030
Implementation date: September 2021
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, to provide flexibility in the offerings. 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. Note: Completion of EAPS 010 is equivalent to completion of both EAPW 010 and EAPR 010.

Prerequisites:
A minimum grade of 65% required in ELRW 040 or ELR 040 and ELW 040, and a minimum of 65% in ELLS 030;
or by meeting the admission requirements for EAP level 1.

Course outline:

Department of English Language

English for Academic Purposes Scholarship 1

EAPS 010

EAPS 010 140 hours

English for Academic Purposes Scholarship 1

_____

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.
Implementation date: September 2021
Cost: N/A

EAPR 020 – 70 hours - Academic Reading Skills 2
New Course:
Rationale:
This course, previously EAPR 030, is now the second level of the EAP Certificate, so the course code, title, and prerequisites need to be changed. The current prerequisites do not represent the other tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing in the EAP certificate.
Calendar Description:
In this advanced reading course, students will analyze a variety of academic texts and works of fiction. Classroom activities will include reading skills development to improve comprehension and vocabulary, as well as analytic and critical thinking skills.
Prerequisites:
A minimum of 65% in EAPR 010 and
a minimum of 65% in either ELW 040 or ELLS 040;
or by meeting the admission requirements for EAP level 2.
Course outline:

<div align="right">

English Language Department
EAPR 020
Academic Reading Skills Level 2

</div>

Instructor:	Email:	
Phone:	Office:	

Calendar Description

In this advanced reading course, students will analyze a variety of academic texts and works of fiction. Classroom activities will include reading skills development to improve comprehension and vocabulary, as well as analytic and critical thinking skills.

Course Objectives

- demonstrate comprehension of reading material by successfully completing level-appropriate tasks within the cognitive domain that require learners to describe, discuss, explain, categorize ideas and details, paraphrase, give examples, outline, compare, or contrast.
- analyze sections of texts to identify major and minor supporting points, transitions, discourse patterns, bias, tone, purpose and audience, fact and opinion.
- make inferences and discern implied meanings independently with increasing accuracy.
- use context (including source and author information), title, headings and format to predict and determine information about a text.
- make useful study notes from readings that show recognition of most main and supporting ideas and of important specific information.
- adjust reading rate and reading strategies (e.g., preview, skim, scan, search) according to the complexity of material and purpose for reading.
- use a range of decoding strategies and context clues to determine meanings of unfamiliar and/or technical terms.
- understand English definitions and explanations for unfamiliar words and phrases from context
- compare and contrast the opinions or ideas of two or more writers on similar topics.
- locate and interpret information contained in moderately complex formatted texts such as forms, tabled, graphs, schedules, and course calendars.

Course Assessment
- Assignments... 20%
- Weekly Quizzes... 40%

- Mid-term Exam.. 20%
- Final Exam 20%

Course Materials

1. Please bring a notebook and dictionary to class.

2. Textbooks: *Q Skills for Success Reading and Writing 4*

3. Novel: *Great Gatsby*

4. Handouts

5. Moodle

Please Note

1. This syllabus is subject to change at the discretion of the instructor.

2. Out of respect to other students, use English in the class at all times.

3. Students are expected to follow the attendance policy.

4. Cheating on any work will result in a grade of zero on that work.

Implementation date: September 2021
Cost: N/A

EAPR 030 – 70 hours - Academic Reading Skills 3
New Course:
Rationale:
This course, previously EAPR 040, is now the third and final level of the EAP Certificate, so the course code, title, and prerequisites need to be changed. The current prerequisites do not represent the other tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing in the EAP certificate.
Calendar Description:
This is the final and most advanced course in the academic reading program. Students will read and analyze a variety of lengthy, complex texts. Classroom work will include reading activities designed to continue developing advanced skills such as interpreting, analyzing and making inferences.
Prerequisites:
A minimum of 65% in EAPR 020 and
a minimum of 65% in either EAPW 010 or EAPD 010;
or by meeting the admission requirements for EAP level 3.
Course outline:

English Language Department
EAPR 030
Academic Reading Level 3

Instructor: Email:
Phone: Office:

Calendar Description

This is the final and most advanced course in the academic reading program. Students will read and analyze a variety of lengthy, complex texts. Classroom work will include reading activities designed to continue developing advanced skills such as interpreting, analyzing and making inferences.

Course Objectives

- demonstrate comprehension of reading material by successfully completing level-appropriate tasks within the cognitive domain that require learners to describe, discuss, explain, categorize ideas and details, paraphrase, give examples, outline, compare, or contrast.
- analyze texts to discern major and minor points, discourse patterns, style, rhetorical devices, attitude, writer's purpose and bias, facts, and opinions.
- make inferences and discern implied meanings independently.
- respond to readings by expressing and supporting critical thought.
- Identify major contradictions, inconsistencies, inaccuracies, incompleteness, and/or faulty reasoning within a reading text or a specified part of text.
- use context (including source, author information, and current themes, events, concerns, and perspectives), title, headings and format to predict and determine information about a text.
- take effective study notes from readings that show recognition of main and supporting ideas and of important specific information.
- adjust reading rate and reading strategies (e.g., preview, survey, skim, scan, search) according to the complexity of material and purpose for reading.
- summarize longer texts and paraphrase parts of texts.
- apply decoding skills to unfamiliar, low frequency words and expressions.
- understand English definitions and explanations for unfamiliar words and phrases almost all the time (relying only occasionally on bilingual print material or bilingual oral, print, or electronic sources).
- interpret information contained in complex formatted texts such as charts, graphs and diagrams.
- recognize common literary devices and elements in a variety of literary genres.

Course Assessment
- Assignments.. 20%
- Weekly Quizzes.. 40%
- Mid-term Exam.. 20%
- Final Exam 20%

Course Materials

1. Please bring a notebook and dictionary to class.

2. Textbooks: *Critical Reading*

3. Novel: *Of Mice and Men*

4. Handouts

5. Moodle

Please Note

1. This syllabus is subject to change at the discretion of the instructor.

2. Out of respect to other students, use English in the class at all times.

3. Students are expected to follow the attendance policy.

4. Cheating on any work will result in a grade of zero on that work.

Implementation date: September 2021
Cost: N/A

EAPW 010 – 70 hours - Academic Writing Skills 1
New Course:
Rationale:
This course, previously EAPW 020, is now the first level of the EAP Certificate, so the course code, title, and prerequisites need to be changed. The current prerequisites do not represent the other tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing in the EAP certificate.
Calendar Description:
This writing course will develop students' intermediate writing skills. This course will offer grammar practice and writing assignments which will enable students to write grammatically correct, well-organized and fully-developed paragraphs. The academic essay will also be introduced.
Prerequisites:
A minimum of 65% in ELW 040 and
a minimum of 65% in either ELR 030 or ELLS 030 or by meeting the admission requirements for EAP level 1.
Course outline:

English Language Department
EAPW 010
English for Academic Purposes Writing Skills 1

Instructor: Email:

Phone: Office:

Calendar Description

This writing course will develop students' intermediate writing skills. This course will offer grammar practice and writing assignments which will enable students to write grammatically correct, well-organized and fully-developed paragraphs. The academic essay will also be introduced.

Course Objectives

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 Textbook and Resources
1. Great Writing 3
2. Grammar for Great Writing B
3. Great Writing 3 E-Practice
4. Teacher developed resources

Course Evaluation

1.	Assignments	35%
2.	Quizzes	25%
3.	Midterm Exam	20%
4.	Final Exam	20%

Notes:

1. Regular attendance is expected. Please email the teacher if you cannot attend.

2. Cheating of any kind is not acceptable. Examples of cheating are using another person's answers or assignment as your own. Cheating will result in a grade of 0 on that assignment, quiz or exam.

3. Please use English in the classroom at all times.

Implementation date: September 2021

Cost: N/A

EAPW 020 – 70 hours - Academic Writing Skills 2
New Course:
Rationale:
This course, previously EAPW 030, is now the second level of the EAP Certificate, so the course code, title, and prerequisites need to be changed. The current prerequisites do not represent the other tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing in the EAP certificate.
Calendar Description:
Students in this academic writing course will focus on more complex essay writing, such as cause/effect, comparison/contrast, and argumentative essays. Students will also be introduced to research essays with emphasis on appropriate use of paraphrasing strategies, citation styles and grammar structures.
Prerequisites:

A minimum of 65% in EAPW 010 and
a minimum of 65% in either ELR 040 or ELLS 040;
or by meeting the admission requirements for EAP level 2.
Course outline:

English Language Department
EAPW 020
English for Academic Purposes Writing Skills 2

Instructor: Email:

Phone: Office:

Calendar Description

Students in this academic writing course will focus on more complex essay writing, such as cause/effect, comparison/contrast, and argumentative essays. Students will also be introduced to research essays with emphasis on appropriate use of paraphrasing strategies, citation styles and grammar structures.

Course Objectives

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.

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). 1

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 Textbook and Resources
1. Great Writing 4
2. Longman Academic English 4
3. Teacher developed resources

Course Evaluation
1.   Assignments   35%
2.   Quizzes   25%
3.   Midterm Exam   20%
4.   Final Exam   20%
Notes:

1. Regular attendance is expected. Please email the teacher if you cannot attend.

2. Cheating of any kind is not acceptable. Examples of cheating are using another person's answers or assignment as your own. Cheating will result in a grade of 0 on that assignment, quiz or exam.

3. Please use English in the classroom at all times.

Implementation date: September 2021
Cost: N/A

EAPW 030 – 70 hours - Academic Writing Skills 3
New Course:
Rationale:
This course, previously EAPW 040, is now the third and final level of the EAP Certificate, so the course code, title, and prerequisites need to be changed. The current prerequisites do not represent the other tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing in the EAP certificate.
Calendar Description:
This most advanced course in writing develops writing ability for academic purposes. This course focuses on developing students' ability to write a research paper, a literature essay and academic essays of greater complexity and length.
Prerequisites:
A minimum of 65% in EAPW 020 and
a minimum of 65% in either EAPR 010 or EAPD 010;
or by meeting the admission requirements for EAP level 3.
Course outline:

English Language Department
EAPW 030
English for Academic Purposes Writing Skills 3

Instructor: Email:

Phone: Office:

Calendar Description

This most advanced course in writing develops writing ability for academic purposes. This course focuses on developing students' ability to write a research paper, a literature essay and academic essays of greater complexity and length.

Course Objectives

1. use a wide variety of pre-writing and planning techniques (free writing, outlining, graphic organizers, etc.).

2. edit composition drafts to significantly decrease 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, transitional structures, cohesion, organization and sequence, statement of main ideas, use of support details, logical thought, objectivity, tone and formality, and other writing features appropriate for the purpose of the composition.

4. with some guidance, use stylistically appropriate advanced level grammatical structures (reduced clauses, passive forms, conditional forms, noun phrases, etc.) with a variety of simple, compound, and complex sentence structures.

5. with some guidance, use a variety of vocabulary and phrasing consistently appropriate to the formality level, subject area, topic, and task.

6. with some guidance, write formatted compositions that present, explain, respond to, or defend a viewpoint and that include one or more opposing views using techniques such as objective analysis, logical reasoning, concession, refutation, and/or rebuttal

7. with some guidance, write formatted expository compositions that accurately and concisely summarize, report, or explain an event or viewpoint.

8. with some guidance, write essays with a clear, crafted thesis statement (within a leading introduction paragraph), fully detailed support paragraphs, and a conclusion paragraph in response to a writing task that requires the selection and organization of information, adherence to an appropriate style guide, specific formatting requirements, and source documentation (in-text citations and references).

9. incorporate quotations and paraphrases effectively into writing and use appropriate citation practices for

each.

10. incorporate chosen sources into writing that are appropriate and relevant.

11. write accurate and concise paraphrases and summaries of sources that are lexically and structurally complex.

12. write essays with an appropriate balance of original writing and documented source writing.

13. within specific time restraints, plan, draft, and write well organized and well--written compositions (including 5-7 paragraph compositions) in response to given topics suitable for this level.

Course Textbook and Resources
1. Great Writing 5
2. Grammar for Great Writing C
3. Teacher developed resources

Course Evaluation

1.	Assignments	35%
2.	Quizzes	25%
3.	Midterm Exam	20%
4.	Final Exam	20%

Notes:

1. Regular attendance is expected. Please email the teacher if you cannot attend.

2. Cheating of any kind is not acceptable. Examples of cheating are using another person's answers or assignment as your own. Cheating will result in a grade of 0 on that assignment, quiz or exam.

3. Please use English in the classroom at all times.

Implementation date: September 2021
Cost: N/A

EAPD 010 Academic Discussion Skills 1
Course revision:
- Content
- Description
- Prerequisites

Rationale:
This course was previously EAPD 020 in terms of course content but will now be the first level of the EAP Certificate, so the content, description, and prerequisites need to change. Regarding the prerequisite changes, the current prerequisites do not represent other available online tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing in the certificate.
Content:
The content of the previous EAPD 020 course will be now be the content of the revised EAPD 010 course.
Description:

Current	Proposed
EAPD 010-140 hours Academic Discussion Skills 1 Students will develop their abilities in speaking through engaging in discussions and conversations, reporting personal information, asking and answering questions, and other oral strategies appropriate to this intermediate level. Cultural diversity will be integrated into the course, and	EAPD 010-140 hours Academic Discussion Skills 1 This first course in academic listening and speaking will focus on developing skills for participation in academic discussions. Group discussions and oral presentations will be part of the course, as will less-formal English such as conversation gambits through idioms and pronunciation such as

listing activities will utilize text-based and classroom exercises, as well as a variety of media, including web-based audio.	reductions, contractions, assimilations. Listening content will include both Canadian and other cultural material through a variety of media.

Prerequisites:

Current	Proposed
ELLS 0301 or IELTS 2 or TOEFL Internet Based Score 3 or placement at Level 3 Discussion on OCELA. 1 minimum grade of 65 required 2 minimum score of 4.5 required 3 minimum score of 052 required	A minimum of 65% in ELLS 040 and a minimum of 65% in ELRW 030 or ELR 030 and ELW 030; or by meeting the admission requirements for EAP level 1.

Implementation date: September 2021

Cost: N/A

EAPD 020 Academic Discussion Skills 2
Course revision:
- Content
- Description
- Prerequisites

Rationale:
This course was previously EAPD 030 in terms of course content but will now be the second level of the EAP Certificate, so the content, description, and prerequisites need to change. Regarding the prerequisite changes, the current prerequisites do not represent other available online tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing in the certificate.

Content:
The content of the previous EAPD 030 course will be now be the content of the revised EAPD 020 course.

Description:

Current	Proposed
EAPD 020-140 hours Academic Discussion Skills 2 This second course in academic listening and speaking will focus on developing skills for participation in academic discussions. Group discussions and oral presentations will be part of the course, as will less-formal English such as conversation gambits through idioms and pronunciation such as reductions, contractions, assimilations. Listening content will include both Canadian and other cultural material through a variety of media.	EAPD 020-140 hours Academic Discussion Skills 2 This is the second course in academic listening and speaking. Students will continue developing their ability to understand and be understood in general academic settings. Fluency, pronunciation, and intonation will be emphasized at the appropriate level. Writing skills such as note-taking, critiques, and summaries related to listening and speaking are also developed. Class and lab time include guest speakers and audio/visual materials. Cultural awareness is part of the course through a variety of activities including special events.

Prerequisites:

Current	Proposed
EAPD 010 1 or IELTS 2 or TOEFL Internet Based Score 3 or placement at Level 5 Discussion on OCELA. 1 minimum grade of 65 required 2 minimum score of 5.0 required 3 minimum score of 060 required	A minimum of 65% in EAPD 010 and a minimum of 65% in either ELRW 040 or ELR 040 and ELW 040; or by meeting the admission requirements for EAP level 2.

Implementation date: September 2021

Cost: N/A

EAPD 030 Academic Discussion Skills
Course revision:
- Content
- Description
- Prerequisites

Rationale:
This course was previously EAPD 040 in terms of course content but will now be the third and final level of the EAP Certificate, so the content, description, and prerequisites need to change. Regarding the prerequisite changes, the current prerequisites do not represent other available online tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing in the certificate.

Content:
The content of the previous EAPD 040 course will be now be the content of the revised EAPD 030 course.

Description:

Current	Proposed
EAPD 030-140 hours Academic Discussion Skills 3 This is the third course in academic listening and speaking. Students will continue developing their ability to understand and be understood in general academic settings. Fluency, pronunciation, and intonation will be emphasized at the appropriate level. Writing skills such as note-taking, critiques, and summaries related to listening and speaking are also developed. Class and lab time include guest speakers and audio/visual materials. Cultural awareness is part of the course through a variety of activities including special events.	EAPD 030-140 hours Academic Discussion Skills 3 This is the third course in academic listening and speaking. Classwork will help prepare students for full time academic studies. Course content will emphasize critical listening skills of rapid, colloquial or regional language, and discussion strategies will be included while integrating pronunciation components for near-fluent speakers. Note-taking strategies will focus on intent and purpose, factual details, key words, and inferred meaning.

Prerequisites:

Current	Proposed
EAPD 020 1 or IELTS 2 or TOEFL Internet Based Score 3 or placement at Level 6 Discussion on OCELA. 1 minimum grade of 65 required 2 minimum score of 5.5 required 3 minimum score of 071 required	A minimum of 65% in EAPD 020 and a minimum of 65% in either EAPS 010 or EAPR 010 and EAPW 010; or by meeting the admission requirements for EAP level 3.

Implementation date: September 2021
Cost: N/A

EAPR 010 Academic Reading Skills 1
Course revision:
- Content
- Description
- Prerequisites

Rationale:
This course was previously EAPR 020 in terms of course content but will now be the first level of the EAP Certificate, so the content, description, and prerequisites need to change. Regarding the prerequisite changes, the current prerequisites do not represent other available online tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing in the certificate.

Content:
The content of the previous EAPR 020 course will be now be the content of the revised EAPR 010 course.

Description:

Current	Proposed
EAPR 010 - 70 hours Academic Reading Skills 1 This intermediate course prepares students for academic reading. Skills such as skimming, scanning, predicting, recognizing bias and deducing	EAPR 010 - 70 hours Academic Reading Skills 1 In this high intermediate reading course, students will improve their academic reading skills through

meaning are developed through the reading of articles, short essays and fiction.	the reading and analysis of a variety of articles, academic texts, and short stories.

Prerequisites:

Current	Proposed
ELR 0301 or IELTS2 or TOEFL Internet Based Score3or placement at Level 4 Reading on OCELA 1 minimum grade of 65 required 2 minimum score of 4.5 required 3 minimum score of 052 required	A minimum of 65% in ELR 040 and a minimum of 65% in ELW 030 or ELLS 030; or by meeting the admission requirements for EAP level 1.

Implementation date: September 2021
Cost: N/A

EAPS 020 English for Academic Purposes Scholarship 2
Course revision:
- Content
- Description
- Prerequisites

Rationale:
Given the revision from four to three levels of EAP, EAPS 020 is the new EAPS 030. Content and course description will correspondingly change. As well, the current prerequisites do not represent the other tests we are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing to the EAP certificate.

Content:
The content of EAPS 020 will now be the content of EAPS 030 given the change from four to three levels of EAP Certificate.

Description:

Current	Proposed
EAPS 020 - 140 hours English for Academic Purposes Scholarship 2 This high-intermediate course continues to development reading and writing skills for work, academic, or personal reasons. Student read articles, essays, and fiction. Students write paragraphs and essays in the range of 75-1000 words. Skill development helps students reach the writing outcomes for Canadian Language Benchmark Level 7 and the reading outcomes for 7/8.	EAPS 020 - 140 hours English for Academic Purposes Scholarship 2 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 developed helps students reach the reading and writing outcomes for Canadian Language Benchmark Level 8. Note: Completion of EAPS 020 is equivalent to completion of both EAPR 020 and EAPW 020.

Prerequisites:

Current	Proposed
EAPS 010 1 or placement at Level 5 Reading and Writing on OCELA 1 minimum grade of 65 required	A minimum of 65% in EAPS 010 or EAPR 010 and EAPW 010, and a minimum of 65% in ELLS 040; or by meeting the admission requirements for EAP level 2.

Implementation date: September 2021
Cost: N/A

EAPS 030 English for Academic Purposes Scholarship 3
Course revision:
- Content
- Description
- Prerequisites

Rationale:
Given the revision from four to three levels of EAP, EAPS 030 is the new EAPS 040. Content and course description will correspondingly change. As well, the current prerequisites do not represent the other tests we

are using. In addition, multiple course prerequisites will strengthen overall language skills prior to advancing to the EAP certificate.

Content:
The content of EAPS 030 will now be the content of EAPS 040 given the change from four to three levels of EAP Certificate.

Description:

Current	Proposed
EAPS 030 - 140 hours English for Academic Purposes Scholarship 3 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 developed helps students reach the reading and writing outcomes for Canadian Language Benchmark Level 8.	EAPS 030 - 140 hours English for Academic Purposes Scholarship 3 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 writing outcomes for Canadian Language Benchmark Level 9. Note: Completion of EAPS 030 is equivalent to completion of both EAPR 030 and EAPW 030.

Prerequisites:

Current	Proposed
EAPS 020 1 or placement at Level 6 Reading and Writing on OCELA 1 minimum grade of 65 required	A minimum of 65% in EAPS 020 or EAPR 020 and EAPW 020 and a minimum of 65% in EAPD 010; or by meeting the admission requirements for EAP level 3.

Implementation date: September 2021
Cost: N/A

English for Academic Purposes Certificate
Program revision:
- Addition of courses
- Admission requirements
- Graduation requirements
- Program description
- Program outline
- Resequencing of courses
- Revision of courses

Rationale:
The EL Department is proposing a restructuring of the levels currently being offered in order to assist students in building a stronger foundation in their language learning education. The Department has noticed that a number of students are entering the English for Academic Purposes Certificate inadequately prepared. By offering an additional level in the English Language Certificate, the department aims to better prepare students for the successful completion of the EAP Certificate and their academic courses. Regarding the Admission Requirements change, the current requirement is the in-house assessment, OCELA. Other online and globally available tests have been used for a number of years. These tests are IELTS, TOEFL, and Duolingo. In addition, a change from single course prerequisites to multiple course prerequisites will help build students' overall language competency.

Addition of courses:
EAPW 010, EAPS 010, EAPR 020, EAPW 020, EAPR 030, EAPW 030

Admission requirements:

Current	Proposed
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 Certificate courses after taking an English assessment, the OCELA (Okanagan College English Language Assessment).	The department will place new students depending on one of the following test scores: OCELA, IELTS, TOEFL, or Duolingo.

						REVISE	ADD

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.

Placement at Level 4 OCELA, or completion of the EL Certificate with a minimum grade of 65% in ELLS 030 and ELRW 030.

Students are not normally permitted to take the OCELA more than once during a 12-month period.

Students will place at EAP level 1 with an overall placement at Level 5 OCELA, an overall IELTS 5.0, a minimum TOEFL iBT score of 60, a Duolingo score of 75-80, or completion of the EL Certificate with a minimum grade of 65% in ELLS 040, ELR 040, and ELW 040 or 65% in ELLS 040 and ELRW 040.

Students will place at EAP level 2 with an overall placement at Level 6 OCELA, or an overall IELTS 5.5, a TOEFL iBT score of 71-78, or a Duolingo score of 85-90.
Students will place at EAP level 3 with an overall placement at Level 7 OCELA, or an overall IELTS 6.0, a TOEFL iBT score of >78, or a Duolingo score of 95-100.

Graduation requirements:

Current	Proposed
Successful completion of EAPD 040 and EAPS 040 with a minimum grade of 65 per cent in each course.	Successful completion of EAPS 030 or EAPW 030 and EAPR 030, and ELLS 030 with a minimum grade of 65% in each course.

Program description:
Okanagan College offers students an opportunity to improve their English for college and university. The English for Academic Purposes Certificate (EAP) is a three-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. Each level of the Certificate has four courses: English for Academic Purposes Discussion (EAPD), English for Academic Purposes Reading (EAPR), English for Academic Purposes Writing (EAPW), and English for Academic Purposes Scholarship (EAPS) which is a combined EAPR and EAPW course. EAPD is 10 hours per week, EAPR is 5 hours per week, EAPW is 5 hours per week and EAPS is 10 hours per week.

In addition to their EAP Certificate courses, students at EAP level 2 may take one academic course and at EAP level 3 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 030, EAPR 030, and EAPW 030 meets the English 12 requirement for many Okanagan College programs.

Program outline:

	Current			Proposed		REVISE	ADD
Semester	Course Code	Hours	Semester	Course Code	Hours		
1	EAPD 010 EAPR 010	140 140					
2	EAPD 020 EAPS 020	140 140	1	EAPD 010 EAPS 010 or EAPR 010 EAPW 010	140 140 70 70	EAPD 010 EAPR 010	EAPW 010 EAPS 010
3	EAPD 030 EAPS 030	140 140	2	EAPD 020 EAPS 020 or EAPR 020 EAPW 020	140 140 70 70	EAPD 020 EAPS 020	EAPR 020 EAPW 020
4	EAPD 040 EAPS 040	140 140	3	EAPD 030 EAPS 030	140 140	EAPD 030 EAPS 030	EAPR 030 EAPW 030

					or EAPR 030 EAPW 030	70 70		

Notes:

- Content of EAP Level 1 is now the new EL Level 4 courses
- Course codes EAPD 040 and EAPS 040 will not be deleted as this time.
- Combined ELRW and EAPS courses will be maintained in the 'course catalogue'. They have been updated to reflect the changes to prerequisites.

Revision of courses:
EAPD 010, EAPR 010, EAPD 020, EAPS 020, EAPD 030, EAPS 030

Implementation date: September 2021

Cost: N/A

Science, Technology, and Health Programs

Okanagan College Early Childhood Education Diploma – Vernon Campus
Temporary program revision:

To: Education Council

From: Early Childhood Education Department, Science Technology and Health Portfolio.

Date: May 2021

Please find attached a proposal to make temporary changes to the Okanagan College Early Childhood Education Diploma – Vernon Campus only. The details of the amended format are included on page 3 & 4. The rationale for the proposed variance is to provide a flexible delivery option for Fall 2021 (i.e. online). Vernon ECE students will be provided with a unique Semester 1 & 2 schedule from August 31, 2021 to May 31, 2022. Vernon ECE students will resume Semester 3 & 4 as per the regular schedule for 2022-23 with an estimated completion date of June 30, 2023. The proposed changes include:

- Move ECED 114, ECED 116, and ECED 117 from Semester 1 to Semester 2 (practical courses)
- Move ECED 122 from Semester 2 to Semester 1 (theory course)

This proposal results in no changes to course content, learning outcomes and total contact time with students. Students will progress from year 1 to year 2 of the ECE program as per the regular schedule. The online format for Fall 2021 has been discussed with ECE Registry – MCFD on May 19, 2021.

Additional Information (to accommodate temporary changes):

- Students are block registered for ECE courses. Prerequisites for ECED 121, 123, 124 will be waived so that they can be taken together with ECED 114, 116, 117 in Semester II.
- A letter will be sent to students to inform them of the changes to the semester schedule and the requirement to successfully complete all of the first year curriculum: ECED 111, 112, 113, 114, 115, 116, 117, 121, 122, 123, and 124 before becoming eligible for ECED 129 Practicum II.
- Proposed calendar notation to Program Outline: amended Semester I and II schedule will offered at Vernon Campus only in 2021/22. For more information, please contact ECE department or STHDeansOffice@okanagan.bc.ca .

2021-22 Early Childhood Education Diploma
Kelowna – as is currently in the OC calendar with proposed adjustment to practicum dates and correction to semester II and IV start date.
2021
August 30 Classes start for Semester I and Semester III
September 6 Labour Day (no classes)
October 11 Thanksgiving Day (no classes)
November 11 Remembrance Day (no classes)
December 17 Classes end for Semester I and Semester III
December 24 College closes at 3 p.m.
December 25 – January 3 Christmas closure (no classes) – Okanagan College closed to the public
2022
January 1 New Year's Day (no classes)
January 5 correct to January 4 Classes start for Semester II and Semester IV
February 21 Family Day (no classes)
April 15 – 18 Easter (no classes)
May 6 Classes end for Semester II
May 11 Classes end for Semester IV
May 12 change to May 13 Infant/Toddler Practicum begins
June 17 change to June 20 Infant/Toddler Practicum ends

2021-22 Early Childhood Education Diploma
Vernon - as proposed for consideration and approval
2021
August 31 Classes start for amended Semester I
September 6 Labour Day (no classes)
October 11 Thanksgiving Day (no classes)
November 11 Remembrance Day (no classes)
December 3 Classes end for amended Semester I
December 24 College closes at 3 p.m.
December 25 – January 3 Christmas closure (no classes) – Okanagan College closed to the public

2022
January 1 New Year's Day (no classes)
January 4th Classes start for amended Semester II
February 21 Family Day (no classes)
April 4 Classes end for amended Semester II
April 6 Practicum II begins
April 15 – 18 Easter (no classes)
May 31 Practicum II ends

In Semester III and IV students will resume the regular schedule for 2022/23.

Early Childhood Education Diploma Program – Vernon 2021-22

Fall 2021 Program Schedule
Amended Semester I
<mark>changes to regular program plan are highlighted</mark>

NUMBER	COURSE	HOURS
ECDE 111	Personal and Interpersonal Relationships	60
ECDE 112	Child Development – Conception to Three Years	60
ECDE 113	Child Development – 3 to 12 Years	60
ECDE 115	The Early Childhood Profession	60
ECDE 122	Health, Safety & Nutrition	60
	Total	300 hrs

SEMESTER DATES: August 31/21 – Dec. 3/21

LOCATION: Vernon Campus

INSTRUCTORS: **To be determined – ECDE 111, 113, 115 (180 hours)**
                      To be determined – ECDE 112, 122   (120 hours)

Winter 2022- Class Program Schedule
Amended Semester II
changes to regular program plan are highlighted

NUMBER	COURSE	HOURS
ECDE 114	Planning For Early Childhood Education	75
ECDE 116	Observing and Documenting Children's Development	45
ECDE 117	Observing and Documenting Children's Development Practicum	90
ECDE 121	Group Process	45
ECDE 123	Families	60
ECDE 124	Guiding & Caring	60
ECDE 129	Practicum II	225
	Total	375 hrs

SEMESTER DATES: January 4, 2022 – May 31, 2022

LOCATION: Vernon Campus

INSTRUCTORS: **To be determined – ECDE 114, 123, 121, 124 (195 hours)**
        To be determined – ECDE 116, 117 (135 hours)
        Split practicum students (60/40 depending on enrollment)

FW: ECE Fall 2021 Semester Online
Wendy Wheeler <WWheeler@okanagan.bc.ca>
Tue 5/25/2021 10:43 AM
To:
Education Council <EducationCouncil@okanagan.bc.ca>
Cc:
Terri-Lynn Russell <TRussell@okanagan.bc.ca>

Hello,
Please include the following email in support of the ECE Ed.Co. proposal memo – amended schedule for Vernon Intake Fall 2021.
Thank you,
Wendy

_____
Wendy Wheeler M.Ed. M.Sc.
Interim Associate Dean – STH Portfolio
Science, Technology and Health
Okanagan College
From: Terri-Lynn Russell <TRussell@okanagan.bc.ca> **Sent:** Tuesday, May 25, 2021 8:25 AM **To:** Wendy Wheeler <WWheeler@okanagan.bc.ca> **Cc:** Yvonne Moritz <YMoritz@okanagan.bc.ca> **Subject:** ECE Fall 2021 Semester Online
FYI, permission granted from ECE registry if we proceed with online for the fall in Vernon.
Terri Russell, ECE, BSW, MSW
Chair, Early Childhood Education
Okanagan College
250-762-5445 local 4387
trussell@okanagan.bc.ca

From: MCF ECE Registry Programs MCF:EX <ECERegistry.Programs@gov.bc.ca> **Sent:** Friday, May 21, 2021 1:27 PM **To:** Terri-Lynn Russell <TRussell@okanagan.bc.ca> **Subject:** Fall 2021 Semester Online
Good afternoon Terri-Lynn,
As per our meeting on Wednesday May 19, 2021, I wanted to send a follow-up email to you regarding your proposal for offering the Fall 2021 semester online for the cohort at the Vernon campus.
After reviewing the information you provided during our meeting regarding the impact of up to 24 students in the cohort; that the online delivery will only occur during the Fall 2021 semester at the Vernon campus; and Okanagan College's plan to move practical coursework to the following semester and provide non-practical coursework in the fall, impacting approximately 3 courses, the ECE Registry approves this as **a one-me approval**, acknowledging the challenges for students and post-secondary institutions brought on by COVID-19. It is understood that Okanagan College will not be changing any of the content or required hours for courses.

As discussed, please note that if Okanagan College plans to make this online option permanent, a formal proposal and application must be submitted to the ECE Registry for review and approval.

If you have any further questions, please let me know.

Thank you,

Amy Dewar

Amy Dewar | She/Hers | Early Childhood Education Program Coordinator

Early Childhood Educator Registry

Ministry of Children and Family Development

PO Box 9961 Stn Prov Govt

Victoria, BC V8W 9R4

Phone: 236-478-0627 (Direct) 1-888-338-6622 (General)

Email: ECERegistry.Programs@gov.bc.ca

I acknowledge and appreciate the opportunity to live, work and play on the traditional territories of the Esquimalt and Songhees First Nations.

Implementation date: September 2021

Cost: N/A

Water Engineering Technology Diploma
Program revision:
- Addition of courses
- Removal of courses

Rationale:
The general communications course CMNS 133 is being replaced with a WET specific communication course CMNS 137.

Addition of course:
CMNS 137
Removal of course:
CMNS 133

Implementation date: September 2021
Cost: N/A

Civil Engineering Technology Diploma

Program revision:
- Addition of courses
- Removal of courses

Rationale:
The general communications courses CMNS 133 and CMNS 143 are being replaced with CIEN specific communication courses CMNS 135 and CMNS 145.

Addition of courses:
CMNS 135
CMNS 145
Removal of courses:
CMNS 133
CMNS 143

Implementation date: September 2021
Cost: N/A

Sustainable Building Technology
Program revision:
- Addition of courses
- Removal of courses

Rationale:
The general communications courses CMNS 133 and CMNS 143 are being replaced with SBT specific communication courses CMNS 136 and CMNS 146.
The courses are also being resequenced.

Addition of courses:
CMNS 136
CMNS 146
Removal of courses:
CMNS 133
CMNS 143

Implementation date: September 2021
Cost: N/A

ECDE 112 Child Development Conception to 3 Years
Course Revision:
- Prerequisite
- Corequisite

Rationale:
We are reviewing our course outlines and prerequisites to ensure the on-line calendar and course outlines are streamlined and consistent. We have noticed some incongruencies on ECDE 112. We want to leave the language for prerequisites as is and remove the co-requisite section. ECDE 113 in not 100% dependent on students having ECDE 112 nor are 116 and 117, therefore the co-requisite language does not match in this circumstance and is not required.

Corequisite:

Current	Proposed
ECDE 113 and ECDE 116 and ECDE 117	none

Implementation date: September 2021
Cost: N/A

ECDE 113 Child Development 3-12 Years of Age
Course Revision:
- Prerequisite
- Concurrent registration

Rationale:
We are reviewing our course outlines and prerequisites to ensure the on-line calendar and course outlines are streamlined and consistent. We have noticed some incongruencies on ECDE 113. We want to add prerequisite language to match our other first semester courses. We want to add a note of permission of department as this course is offered as part of ECEA certificates. We want to remove concurrent registration as this course is actually a prerequisite for ECDE 114.

Prerequisite:

Current	Proposed
None	admission to Early Childhood Education Diploma program or permission of the department

Corequisite:

Current	Proposed
ECDE 114	none

Implementation date: September 2021
Cost: N/A

ECDE 114 Planning for Early Childhood Education
Course Revision:
- Prerequisite
- Corequisite

Rationale:
We are reviewing our course outlines and prerequisites to ensure the on-line calendar and course outlines are streamlined and consistent. We have noticed some incongruencies on ECDE 114. We want to add prerequisite language of admission to Early Childhood Education Diploma program and ECDE 113. Currently the on-line calendar has ECDE 113 as a concurrent registration whereas 113 is actually a prerequisite for ECDE 114.

Prerequisite:

Current	Proposed
None	admission to Early Childhood Education Diploma program ECDE 113

Corequisite:

Current	Proposed
ECDE 113	none

Implementation date: September 2021
Cost: N/A

ECDE 115 The Early Childhood Profession
Course revision:
- Description

Rationale:
We are reviewing our course outlines and prerequisites to ensure the on-line calendar and course outlines are streamlined and consistent. We have noticed some language on ECDE 115 course description that no longer needs to be there. i.e. formerly ECE 111, is not necessary to be in the course description.

Description:

Current	Proposed
Formerly ECE 111. This course will provide the student with an overview of the field of Early Childhood Education, provincially, nationally and internationally. Legislation. child abuse, anti-bias, children's rights, historical factors influencing the field, and different philosophical models will be explored.	This course will provide the student with an overview of the field of Early Childhood Education, provincially, nationally and internationally. Legislation, child abuse, anti-bias, children's rights, historical factors influencing the field, and different philosophical models will be explored.

Implementation date: September 2021
Cost: N/A

ECDE 121 Group Process
Course Revision:
- Description
- Prerequisite

Rationale:
We are reviewing our course outlines and prerequisites to ensure the on-line calendar and course outlines are streamlined and consistent. We have noticed some language on ECDE 121 course description that needs to be adjusted. For example, HSS 101 is not relevant. All the prerequisites are correct but ECDE 115 is missing in the list.

Description:

Current	Proposed
This course builds upon interpersonal communication skills developed in HSS 101. Students will learn the skills of productive problem solving, conflict resolution and steps to building collaborative relationships in the early childhood environment.	This course builds upon interpersonal communication skills developed in ECDE 111. Students will learn the skills of productive problem solving, conflict resolution and steps to building collaborative relationships in the early childhood environment.

Prerequisites:

Current	Proposed
ECDE 111 ECDE 112 ECDE 113 ECDE 114 ECDE 116 ECDE 117	ECDE 111 ECDE 112 ECDE 113 ECDE 114 ECDE 115 ECDE 116 ECDE 117

Implementation date: September 2021
Cost: N/A

ECDE 122 Health, Safety and Nutrition

Course Revision:
- Prerequisites

Rationale:
We are reviewing our course outlines and prerequisites to ensure the on-line calendar and course outlines are streamlined and consistent. We have noticed the prerequisites for ECDE 122 do not match, for example, the prerequisites state ECDE 129. However, students cannot take 129 until all second semester courses, including 122 are completed. Therefore we would like the prerequisites to match other second semester courses. We will keep the permission of department language on as it is relevant for the ECEA offering through Distance Ed.

Prerequisites:

Current	Proposed
ECDE 129 or permission of the department	ECDE 111 ECDE 112 ECDE 113 ECDE 114 ECDE 115 ECDE 116 ECDE 117 or permission of the department

Implementation date: September 2021
Cost: N/A

ECDE 124 Guiding and Caring
Course Revision:
- Prerequisites

Rationale:
We are reviewing our course outlines and prerequisites to ensure the on-line calendar and course outlines are streamlined and consistent. We have noticed the prerequisites for ECDE 124 are missing ECDE 115. We would like that added in. We would also like to add permission of department language as it is relevant for ECEA offerings.

Prerequisites:

Current	Proposed
ECDE 111 ECDE 112 ECDE 113 ECDE 114 ECDE 116 ECDE 117	ECDE 111 ECDE 112 ECDE 113 ECDE 114 ECDE 115 ECDE 116 ECDE 117 or permission of the department

Implementation date: September 2021
Cost: N/A

ECDE 213 Working with Families and Community
Course revision:
- Prerequisites

Rationale:
We are reviewing our course outlines and prerequisites to ensure the on-line calendar and course outlines are streamlined and consistent.
ECDE 213 is a required course to obtain the Infant Toddler Specialty Certificate.

Prerequisites:

Current	Proposed
ECDE 129	ECDE 129 Or completion of the ECE Certificate Program Or BC ECE Registry Certificate to Practice Or Permission of the department

Implementation date: September 2021
Cost: N/A

ECDE 214 Practices in Infant Toddler Care
Course revision:
- Prerequisites
Rationale:
We are reviewing our course outlines and prerequisites to ensure the on-line calendar and course outlines are streamlined and consistent.
ECDE 214 is a required course to obtain the Infant Toddler Specialty Certificate.
Prerequisites:

Current	Proposed
ECDE 129	ECDE 129 Or completion of the ECE Certificate program Or BCECE Registry Certificate to Practice Or permission of the department

Implementation date: September 2021
Cost: N/A

ECDE 222 Developmentally-Responsive Environments for Under 3
Course revision:
- Prerequisites
Rationale:
We are reviewing our course outlines and prerequisites to ensure the on-line calendar and course outlines are streamlined and consistent.
ECDE 222 is a required course to obtain the Infant Toddler Specialty Certificate.
Prerequisites:

Current	Proposed
ECDE 129	ECDE 129 Or completion of the ECE Certificate Program Or BC ECE Registry Certificate to Practice Or permission of the department

Implementation date: September 2021
Cost: N/A

ECDE 223 Administration
Course revision:
- Prerequisites
Rationale:
We are reviewing our course outlines and prerequisites to ensure the on-line calendar and course outlines are streamlined and consistent.
ECDE 223 is a required course to obtain the Infant Toddler Specialty Certificate. ECDE 223 has been offered by Distance Education in the past.
Prerequisites:

Current	Proposed
ECDE 129	ECDE 129 Or completion of the ECE Certificate Program Or BC ECE Registry Certificate to Practice Or Permission of the department

Implementation date: September 2021
Cost: N/A

ECDE 239 Practicum for Infant and Toddler Specialty
Course revision:
- Prerequisites

Rationale:
We are reviewing our course outlines and prerequisites to ensure the on-line calendar and course outlines are streamlined and consistent. We have noticed the prerequisites for ECDE 239 are missing additional prerequisites, in order to take the practicum students must have completed 213, 214, 222 and 223

Prerequisites:

Current	Proposed
BC Early Childhood License to Practice	ECDE 213 ECDE 214 ECDE 222 ECDE 223 BC Early Childhood Certificate to Practice

Implementation date: September 2021
Cost: N/A

Items approved at the May 26, 2021 Operations Committee meeting

Adult Basic Education (ABE)

Fall 2021

September 6	Labour Day (no classes)
September 7	College-wide orientation day
September 8	Classes start – all campuses
September 17	Last day to register for classes
October 11	Thanksgiving (no classes)
October 29	Last day to withdraw from classes
November 11	Remembrance Day (no classes)
December 21	Classes and exams end
December 24	College closes at 3 p.m.
December 25 – January 3	Christmas closure - Okanagan College will be closed to the public

Continuous intake classes may be available. Check at the campus you wish to attend.

Winter 2022

January 1	New Year's Day
January 4	Classes start – all campuses
January 14	Last day to register for class
February 21	Family Day (no classes)
February 22	Non-instructional Day (no classes)
March 4	Last day to withdraw from class
March 21 - 25	Study break – all campuses (no classes)
April 15 - 18	Easter (no classes)
April 28	Classes and exams end for four-month classes

Continuous intake classes may be available. Check at the campus you wish to attend.

Spring (Summer Session I) 2022

May 2	Two-month classes start
May 23	Victoria Day (no classes)
June 24	Classes and exams end

Summer (Summer Session II) 2022
*No classes offered Penticton, Vernon and Salmon Arm this session

July 1	Canada Day (no classes)
July 4	Two-month classes start: Kelowna
August 1	BC Day (no classes)
August 26	Classes and exams end

Academic Schedule Change Request
Summer 2022

The Summer Session II term in 2022 has been scheduled according to policy and usual practice considering the number of instructional days required and ending on a Monday. In 2022 the last day of classes and exams falls on Monday, August 15.

In consultation with Financial Aid and Awards, the Registrar's Office would like to amend the end date for Summer Session II to be on Tuesday, August 16, 2022.

For students to get funding for a month, StudentAid BC requires there be at least 16 days of study (including weekends) in that month. Days of study include up to the last day of exams.

If we leave the last day of classes and exams for Summer Session II courses as August 15, students will not receive funding for the month of August.

The difference of funding is quite significant. It can range from a difference of $1,280 for a single student up to over $2,000 for students with dependents.

The Summer 2022 Schedule is attached for reference.

Inga Wheeler
Associate Registrar

Okanagan College is on an academic break in the summer (May to August inclusive). Select courses are offered during condensed 6-week summer sessions at the Kelowna campus only.

SUMMER SESSION I & II	2022
Registration for Session I and II and distance education continuing students starts	late February
Registration for new students starting in Session I and II and distance education starts	early March
Fees due for Session I and II and distance education courses	Tue., Apr 19
Classes begin for distance education courses	Mon., May 9
Classes begin for Session I courses	Mon., May 9
Last day to register for a Session I course	Fri., May 13
Last day to receive a refund of tuition fees for Session I course drop	Fri., May 13
Last day to drop a Session I course without a withdrawal being recorded on the student's record	Fri., May 13
Last day to change Session I course registration status from audit to credit	Fri., May 13
Last day to register for a distance education course	Fri., May 20
Last day to receive a refund of tuition fees for course drop (distance education course)	Fri., May 20
Statutory holiday (no classes)	Mon., May 23
Last day to withdraw from a Session I course without academic penalty	Fri., Jun 3
Last day to change registration status for a Session I course from credit to audit	Fri., Jun 3
Last day of regularly scheduled classes for Session I	Fri., Jun 17
Last day to submit final grades Session I	Mon., Jun 20
Midterm exam period (distance education courses)	Sat., Jun 25 - Mon. Jun. 27
Last day to withdraw from a distance education course without academic penalty	Thu., Jun 30
Last day to change course registration status from audit to credit (distance education course)	Fri., Jun 30

Statutory holiday (no classes)	Fri., Jul 1
Classes begin Session II	Mon. Jul 4
Last day to register for a Session II course	Fri., Jul 8
Last day to receive a refund of tuition fees for a Session II course drop	Fri., Jul 8
Last day to drop a Session II course without a withdrawal being recorded on the student's record	Fri., Jul 8
Last day to change Session II course registration status from audit to credit	Fri., Jul 8
Last day to submit a Grade Appeal for Session I to the Registrar's Office	Fri., Jul 15
Last day to withdraw from a Session II course without academic penalty	Fri., Jul 29
Last day to change registration status for Session II from credit to audit	Fri., Jul 29
Statutory holiday (no classes)	Mon., Aug 1
Final exam period (distance education courses)	Sat, Aug. 13 - Mon., Aug 18
Regular classes and final exams end Session II	~~Mon., Aug 15~~ **Tue. Aug. 16**
Fees due for next term	Tue., Aug 16 (Fall)
Last day to submit final grades Session II	Wed., Aug 17
Last day to submit a Session II and Distance Education Grade Appeal to the Registrar's Office	Fri., Sep 9