

PROGRAM OUTLINE	
English for Academic Purposes (EAP) 2	
Program Name	English for Academic Purposes (EAP) 2
Brief Program Description	EAP 2 Program helps prepare students for university studies. It is geared for international students who would like to major in business, science or technology at a Canadian college or university. Through individual consultation and learning support, students can work on projects and tasks common in Canadian high schools and colleges.
Learning Objectives/Outcomes	<p>Upon completion of this program, the student will develop academic skills such as:</p> <ul style="list-style-type: none"> • Writing informative, persuasive and process essays and reports • Reading and interpreting graphs and charts • Researching and evaluating information • Delivering individual and joint oral presentations • Leading discussions • Reading and responding to academic texts, short stories and novels • Listening to lectures and note-taking • Participating in group and class discussions • Synthesizing, analyzing and applying information • Test taking strategies • Understanding and using academic vocabulary • Gain knowledge on a variety of academic topics as presented in the syllabus
Admission Requirements	<p>Must be 17 years old</p> <p>Canadian High School Graduation or Equivalent</p> <p>Students who wish to enter EAP 2 must have a minimum level of Upper Intermediate equivalent to:</p> <p>International House World IHW Level 6 Canadian Language Benchmarks CLB 8 Common European Framework CEFR B2</p> <p>Note: The admission requirement cannot be waived by Eduglobal College or by the applicant under any circumstances.</p>
Required Textbooks	<p>LEAP: Learning English for Academic Purposes Advanced Reading and Writing, (2nd Edition), Ken Beatty, Pearson Education</p> <p>LEAP: Learning English for Academic Purposes Advanced Listening and Speaking, (2nd Edition), Pearson Education</p>

Equipment required for this Program	Students will need basic school supplies: pen, pencil, and notebook paper. Mock exams are photocopied and provided to the students.
Grading in Program	<p>ASSESSMENT TOOLS:</p> <p>Attendance and Participation 10%</p> <p>Assignments 15%</p> <p>Quizzes 15%</p> <p>Class tests 30%</p> <p>Final Exam 30%</p> <hr/> <p>ASSESSMENT AND EVALUATION:</p> <p>PASSING GRADE FOR THIS COURSE: 65% or more</p>
Program Duration	EAP 2 runs for twelve weeks.
Homework Hours	Students are expected to do up to ten hours of homework per week
Delivery Methods	The EAP 2 course is delivered on-site.
Instructional Methods	Classroom (Instructor Led) Print Based Computer Lab Time Projects and Group work
Student Progress/ Assessment Methods	<p>Students will be tested on their grasp of the content in each unit from the text once it has been completed. Exams will be based on relevant material starting from the first week of the 12-week session. In addition, students will be evaluated on written work and oral presentations. There will be a total of eight exams, written assignments, and presentations in this course.</p> <p>The marks will be broken down as follows:</p> <ul style="list-style-type: none"> • Written Exams: 40% • Written Assignments: 30% • Oral Assignments: 20% • Class Conduct: 10%
Attendance Expectations	Students are expected to attend 80% of instruction time. In case of absence, students are required to make up any missed assignments and tests. Students who have attended a minimum of four weeks will be issued an in-house certificate for attending the EAP 2 course. Those who successfully complete eight weeks of EAP 2 may apply for admission to partnership colleges and universities.

Graduation/Completion Requirements		Students who have attended a minimum of four weeks will be issued an in-house certificate for attending the EAP 2 course. Students who successfully complete the twelve-week course may move on to a partner university institution.
Course Details for EAP 2 Course		
Module A	Week	Topics/Skills
	1	Natural Unemployment/Innovation <ul style="list-style-type: none"> • Reading for Comprehension • Examining economic discourse • Identifying reliable sources of information • Assessing information for reliability • Active Listening • Presenting a project proposal about an innovative idea • Writing a description of a data set
	2	Entrepreneurship/The Business of Helping Others <ul style="list-style-type: none"> • Reading journal articles • Working with statistics to make numbers memorable • Knowing how and what to cite and reference • Evaluating ethical decisions • Delivering a short persuasive speech • Writing a short process essay
	3	Wind and Solar Energy <ul style="list-style-type: none"> • Organizing information into tables • Comparing and contrasting information • Creating Likert-scale questions to measure attitudes • Framing a presentation with opening and closing statements • Designing tables to suit information and writing process • Writing a compare and contrast essay
	4	Sustainability <ul style="list-style-type: none"> • Identifying writer perspective in a text • Using direct and indirect speech • Interpreting charts to point out key features • Participating in a panel discussion • Making recommendations based on fact • Writing a short report
Module	Week	Topics/Skills

<p>B</p>	<p>1</p>	<p>The New Media/Citizen Journalist</p> <ul style="list-style-type: none"> • Using techniques to paraphrases and summaries • Using indicators that signal shifts in verb tense and voice • Organizing a news story using the inverted pyramid format • Taking part in an interview based on a news event • Explaining new ideas through comparisons • Writing a paraphrase and a summary • Writing a persuasive essay
	<p>2</p>	<p>Online Collaborative Environments/The Science of Creativity</p> <ul style="list-style-type: none"> • Comparing original and paraphrased writing • Synthesizing information in writing • Using metaphor and simile in writing • Explaining abstract ideas through examples • Giving a process presentation • Writing a summary • Writing an explanatory synthesis essay
	<p>3</p>	<p>Performance-Enhancing Drugs</p> <ul style="list-style-type: none"> • Learning collocations through readings • Analyzing text structure and organization • Expressing critical thoughts • Conducting an informed interview • Taking part in a seminar • Debating the ethics of sharing information • Writing a persuasive essay
	<p>4</p>	<p>Saving Planet Earth/Emerging Contaminants</p> <ul style="list-style-type: none"> • Analyzing critical expression • Combining different organization patterns • Learning discussion techniques for examining problems • Introducing a speaker and signposting a presentation to engage listeners • Taking part in a town hall meeting • Writing a problem-solution text

Student Signature: _____

Date: _____