

PROGRAM OUTLINE

International Undergraduate Pathways Program (iUPP)

Program Name	International Undergraduate Pathways Program (iUPP)
Brief Program Description	<p>The iUPP program offers a combination of content-based English language courses together with foundational academic courses that help prepare international students to become effective communicators and collaborators, and to build a strong foundation on the learning modalities at Canadian universities. Moreover, students will develop academic literacy skills that include:</p> <ul style="list-style-type: none"> • reading, writing, speaking, and listening • visual literacy • collaborative learning • critical thinking • technology <p>In addition to the EGC's six academic courses, students can take two articulated first-year university courses.</p>
Learning Objectives/Outcomes	<p>The iUPP courses are designed to increase student confidence and encourage them to read, listen, and think critically in an English learning environment. Students will learn to evaluate claims, consider multiple perspectives, and synthesize and communicate information confidently and clearly.</p> <ul style="list-style-type: none"> • Critically read and comprehend academic texts using effective reading and note-taking strategies. • Analyze and evaluate a variety of authentic readings from various subjects. • Communicate competently at the level required for undergraduate studies, showing flexibility and clarity of thought and expression. • Write journals, papers, essays and create presentations to transition to undergraduate studies successfully. • Collaborate with classmates to achieve learning goals and contribute to effective working relationships. • Develop and apply skills and strategies to ensure academic success in undergraduate studies.

	<ul style="list-style-type: none"> • Successfully adapt to new formats of learning (e.g., seminar, tutorial). • Develop self-efficacy and critical thinking skills. • Adherence to academic integrity (e.g., plagiarism, citation, referencing).
Admission Requirements	<p>iUPP students are eligible for conditional acceptance into partner university programs – general Arts and Science, Accounting, Business Administration, Computer Science, Community Development, Economics, or other programs that may become available to international students. However, one should note that conditional acceptance does not guarantee clear admission into any respective undergraduate programs.</p> <ul style="list-style-type: none"> • An official transcript of Grade 12 graduation, or equivalent. • Minimum IELTS 5.0, or TOEFL (iBT) 60, or equivalent (English 12 with a 'C+' or greater; EGC English Placement Test or partners' English Placement Test). • Transcripts or records of all prior learning. • GPA 2.0 or Grade C or equivalent. • Completion of Level (2) of EGC's EAP program • Completion of required level from approved pathway partner institutions <p>To continue to undergraduate studies, students must meet the Admissions criteria as follows:</p> <ul style="list-style-type: none"> • A completed application form with the application fee. • A copy of the passport photo page. • Copies of official transcripts in English translation from all high schools and post-secondary institutions attended. • English Language Requirement: Successful completion of iUPP, EGC EAP Level 3, or recognized English Proficiency Tests (IELTS 6.0, TOEFL 70).
Credentials Earned	<p>Students will be registered at EGC and receive 30 transferable academic credits and a certificate upon the successful completion of iUPP.</p> <p>iUPP students who graduate with an average of B- (70% – 74%) are deemed to have met the English language proficiency score requirement for admission into the partners' degree program.</p>

Required Textbooks	<p>UPP 611-3 Understanding Canadian Academic and Cultural Practices I</p> <p>Liu, S., Volcic, Z., & Gallois, C. (2018). Introducing Intercultural Communication Global Cultures and Contexts. (3rd ed.) SAGE Publications Ltd.</p> <p>Soni, D. (2019). An Introduction to Johari Window. ASIN. B07NQ9FL7F.</p> <p>Bothwell, Robert, The Penguin History of Canada. Penguin. 978-0143050322.</p> <p>A Newcomers guide to Canada, Government of Canada Publications. https://publications.gc.ca/collections/Collection/Ci63-19-2002E.pdf</p> <p>iUPP 612-3 Seminars and Presentations I</p> <p>Pattison, T., Milburn, T. (2019). Say What you mean 2. Pearson. ISBN 9782761398442.</p> <p>TED (n.d.) TED Studies: Leading wisely. https://www.ted.com/read/ted-studies/management.</p> <p>Chase, R., Johannsen, K., MacIntyre, P., Najafi, K, Fettig, C. (2018). Pathways: Listening, Speaking, and Critical Thinking Foundations, 2nd edition. National Geographic Learning. ISBN 978-1337407700</p> <p>iUPP 613-3 Research Skills & Academic Essay Writing</p> <p>Suggested Texts, Materials, Resources</p> <p>Dew, Stephen E. (2015). Practical Academic Essay Writing Skills: An International ESL Students English Essay Writing Book. Create Space, 978-1511482127</p> <p>Hatala, Mark (2017). APA Simplified: Your Concise Guide to the 7th Edition. Greentop Academic Press. 978-1933167541</p> <p>Jamieson, John Scott (2018). Academic Inquiry 2: Essays and Research, 2nd Edition. Oxford University Press. ISBN 978-0-19-902826-9</p> <p>Purdue Online Writing Lab. (n.d.). General Writing FAQs. Purdue Online Writing Lab. https://owl.purdue.edu/owl/general_writing/general_writing_faqs.htm</p> <p>iUPP 621-3 Understanding Canadian Academic and Cultural Practices II</p> <p>Liu, S., Volcic, Z., & Gallois, C. (2018). Introducing Intercultural Communication Global Cultures</p>
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	<p>and Contexts. (3rd ed.) SAGE Publications Ltd.</p> <p>Supplemental texts and materials: to be advised</p> <p>iUPP 622-3 Seminars and Presentations II</p> <p>Pattison, T., Milburn, T. (2019). Say What you mean 2. Pearson. ISBN 9782761398442.</p> <p>TED (n.d.) TED Studies: Leading wisely. https://www.ted.com/read/ted-studies/management.</p> <p>Traver Chase, B., Johannsen, K.L., MacIntyre, P., Najafi, K., & Fettig, C. (2018). Pathways:</p> <p>Listening, Speaking, and Critical Thinking 4. 2nd edition. Heinle Cengage Learning. ISBN 9781337407748.</p> <p>iUPP 623-3 Research Analysis and Critical Thinking</p> <p>Booth, Wayne C. (2016) The Craft of Research, Fourth Edition, University of Chicago Press. ISBN 978-0226239736.</p> <p>Jamieson, John Scott (2018). Academic Inquiry 2: Essays and Research, 2nd Edition. Oxford University Press. ISBN 978-0-19-902826-9</p> <p>Purdue Online Writing Lab. (n.d.). General Writing FAQs. Purdue Online Writing Lab. https://owl.purdue.edu/owl/general_writing/general_writing_faqs.html.</p>														
Equipment Required for this Program	<p>Students will need basic school supplies: pen, pencil, and notebook paper. Mock exams are photocopied and provided to the students.</p>														
Grading in Program	<p><i>iUPP 611-3 Understanding Canadian Academic and Cultural Practices I</i></p> <table> <tr> <td>Reading / Resource notes:</td><td>15%</td></tr> <tr> <td>Reflection Essays:</td><td>20%</td></tr> <tr> <td>Cultural Dimensions Review:</td><td>25%</td></tr> <tr> <td>Group Seminar: 10% Outline + Questions + 15% Delivery</td><td>25%</td></tr> <tr> <td>Take-Home Exam:</td><td>15%</td></tr> </table> <p><i>iUPP 612-3 Seminars and Presentations I</i></p> <p>All Assessments are Pass/ Fail (P/F)</p> <table> <tr> <td>Speaking and Listening Diagnostic</td><td>P/F</td></tr> <tr> <td>Class and Small Group Discussions</td><td>P/F</td></tr> </table>	Reading / Resource notes:	15%	Reflection Essays:	20%	Cultural Dimensions Review:	25%	Group Seminar: 10% Outline + Questions + 15% Delivery	25%	Take-Home Exam:	15%	Speaking and Listening Diagnostic	P/F	Class and Small Group Discussions	P/F
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Speaking and Listening Diagnostic	P/F														
Class and Small Group Discussions	P/F														

Seminar Participation	P/F
Constructive Peer Evaluation	P/F
Pecha Kucha Individual Presentation	
Preparation and Practice	P/F
Self-Assessment	P/F
Participation	P/F
<i>iUPP 613-3 Research Skills & Academic Essay Writing</i>	
Class Attendance and Participation	5%
Reading / Resource Summaries:	10%
Academic Essay Outlines:	10%
Academic Essay Submission:	20%
Critical review of assigned texts:	15%
Research Report: Outline (10%) + Research survey/questionnaire (10%) + Final report (20%) = 40%	
<i>iUPP 621-3 Understanding Canadian Academic and Cultural Practices II</i>	
Participation	5%
Reading / Resource Notes:	15%
Reflection Essays:	20%
Movie Review:	15%
Group Seminar: 10% Outline + Questions + 15% Delivery =25 %	
Pair/ Small Group Presentation	20%
<i>iUPP 622-3 Seminars and Presentations II</i>	
Participation	10%
Discussion Board	5%
COIL/ Virtual Team Task Notes:	
Task Planning and Evaluation	20%
COIL/ Virtual Teams Project Presentation	20%
Personal Reflection on Guest Presentations	10%
Capstone Project Poster Mock-up	10%
Capstone Project Poster Presentation	25%
<i>iUPP 623-3 Research Analysis and Critical Thinking</i>	
Ethics and Integrity Quiz	5%
Quantitative Research Task	10%

	<p>Analytical Essay 20%</p> <p>Research Project Proposal 5%</p> <p>Outline of Research Report 10%</p> <p>Analysis and Interpretation of Data 15%</p> <p>Research Project: 35%</p>
Program Duration	iUPP is an eight-month-long program for international students to earn up to 30 undergraduate academic credits while fulfilling the general English language admission requirement at our partner universities.
Homework Hours	Students are expected to do up to ten hours of homework per week
Delivery Methods	The iUPP course is delivered on-site.
Instructional Methods	<p>Classroom (Instructor Led)</p> <p>Print Based</p> <p>Computer Lab Time</p> <p>Projects and Group work</p>
Student Progress/ Assessment Methods	<p><i>iUPP 611-3 Understanding Canadian Academic and Cultural Practices I</i></p> <p>Notes on Readings/Resources</p> <p>Each student will submit three summaries, notes, or visual representations of information (including graphs, diagrams, and charts) on assigned texts and learning materials. The note-taking methods you choose, and the quality of your notes will demonstrate your understanding of and level of engagement with the material. Each set of notes is worth 5% of the final mark (total 15%).</p> <p>Reflection Essays</p> <p>Each student will submit two short narrative essays (500 words minimum) summarizing and reflecting on their individual path through the material presented in class. The essays will outline what the student has learned from the course and what connections and insights the student has made about the material. Each essay is worth 10% of the final mark (total 20%).</p> <p>Cultural Dimensions Review</p> <p>Students will work in small teams to critically review theoretical concepts related to this course and apply them to case studies. Information will be presented in a written report</p>

	<p>of 1,500 words. Students in each group will receive the same mark, which represents 25% of the final mark.</p> <p>Group Seminar</p> <p>In week 8, students will work together in groups of 3 or 4 depending on enrollment to lead a class seminar on a movie, business case, or selected text. In Week 6 group leaders will submit a written outline for the seminar, and in week 7 a summary of the notes and proposed questions to be used in the seminar. Students in each group will receive the same mark, which represents 25% of the final mark.</p> <p>Take-home Exam</p> <p>Students will be given a take-home exam at the end of week 11 to be submitted the first day of week 12. It is a summative assessment on the main topics of the course. It represents 15% of the final mark.</p> <p><i>iUPP 612-3 Seminars and Presentations I</i></p> <p>Class and small group discussions</p> <p>Ongoing class and small group discussions will allow students to demonstrate the use of language and strategies for stating an opinion, agreeing/disagreeing with others, speaking confidently, using persuasive language, negotiating, reaching an agreement, summarizing information, and understanding cultural differences in oral communication.</p> <p>Seminar Participation</p> <p>In weeks 5 and 6 students will practice seminar skills to support group seminars made in iUPP 511-6 "Understanding Canadian Academic and Cultural Practices" in week 8. Students will practice seminar topic planning and development, and presentation of information to be used in the seminar. Summarizing information, asking, and responding to questions and keeping seminar participants actively engaged will also be practiced.</p> <p>Team Meeting Participation</p> <p>Students will participate in mock team meetings, taking on the roles of chair, recording secretary/ note-taker, and team members. Meetings will follow a set agenda and allow for discussion of proposals and information presented.</p> <p>Peer Evaluation</p> <p>Students will be provided with templates and guidance and will be asked to provide constructive and targeted feedback to</p>
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	<p>classmates and team members. Peer evaluations are scheduled for the middle and end of the iUPP 512-6 course</p> <p>Self-Evaluation</p> <p>Individual student self-evaluations can be communicated through discussion with the course instructor, partners, or submission of a recorded presentation. Self-evaluations are scheduled for the middle and end of the iUPP 512-6 course. Students will reflect on their progress through the iUPP program and will reflect on SMART goals set in the iUPP 515-3 course "How to Succeed in Graduate School."</p> <p>Pecha Kucha</p> <p>Pecha Kucha is a presentation format that uses 20 slides or images that are displayed for 20 seconds each. Students will prepare individual Pecha Kucha presentations to be assessed in the iUPP 511-6 course "Understanding Canadian Academic and Cultural Practices."</p> <p><i>iUPP 613-3 Research Skills & Academic Essay Writing</i></p> <p>Notes on Readings/Resources</p> <p>Each student will submit three summaries, notes, or visual representations of information (including graphs, diagrams and charts, and correct documentation of sources) on assigned texts and learning materials. The note-taking methods you choose, and the quality of your notes will demonstrate your understanding of and level of engagement with the material. Each set of notes is worth 5% of the final mark (total 10%).</p> <p>Critical Review</p> <p>Students will work individually to assess and challenge perspectives and assumptions in information and to respond critically to assigned readings, information, and texts. Information will be presented in a written report of 1,000 words. The critical review is worth 15% of the final mark.</p> <p>Research Survey/ Questionnaire</p> <p>In week 8, students will work together to create a survey or questionnaire to support the final research report topic. Students in each team will receive the same mark which represents 10% of the final mark.</p>
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	<p>Research Report</p> <p>In weeks 6-12 students will work together in teams to plan a design a small research study related to topics explored in Semester 1 of the iUPP program.</p> <p>Academic Essay Writing</p> <p>Students will be given 2 essays to write based on course topics. The first will be a discussion essay and the second will be a compare and contrast essay.</p> <p><i>iUPP 621-3 Understanding Canadian Academic and Cultural Practices II</i></p> <p>Reflection Essay or Discussion Board Postings</p> <p>Each student will submit a (750 word minimum) essay which summarizes and reflects on their individual path through the material presented in class. The essay will outline what the student has learned from the course and what connections and insights the student has made about the material. OR each student will post a series of reflections on a Discussion Board. The essay or postings s are worth 10% of the final mark.</p> <p>Cultural Analysis</p> <p>Each student will write a report of 1,000 – 1,250 words based on analysis of comparative and international perspectives on culture. The report is worth 25% of the final mark.</p> <p>Group Seminar</p> <p>In weeks 6 and 7, students will work together in groups of 3 to 4 depending on enrollment to lead a class seminar on a business case or selected text. In Week 5, group leaders will submit a written outline, a summary of the notes and proposed questions to be used in the seminar. Students in each group will receive the same mark which represents 15% of the final mark.</p> <p>Movie Review</p> <p>Each student will select a movie and compose a review of 1,000- 1,250 words. Critique the movie in terms of its educational value as opposed to its entertainment value:</p> <ul style="list-style-type: none"> - What does this movie have to say about some of the concepts we have been exploring in class? - What intercultural themes does it deal with? Does it deal with issues such as identity, gender, nationality, class, ethnicity, stereotyping or prejudice, for example?
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	<p>- In what ways does the film do a good job of dealing with these themes?</p> <p>- In what ways does the film fail to develop or do justice to these themes?</p> <p>- How does this film contribute to our understanding of intercultural communication?</p> <p>- Is the movie worthwhile? Would you recommend it for its educational merit? Why or why not?</p> <p>Summarize the plot in one paragraph, then, focus on two or more scenes that clarify certain themes (racism, power-distance, values, beliefs, bias, judgements, non-verbal behaviors, individualism vs. collectivism, etc.). The movie review is worth 25 % of the final mark.</p> <p>Partner/ Small Group Presentations</p> <p>The presentation is based on the written movie review assignment. Partners will work together to present how the films develop intercultural themes covered in this class. The presentation will also include a brief plot summary and recommendation. The presentation is worth 20% of the final mark.</p> <p><i>IUPP 622-3 Seminars and Presentations II</i></p> <p>Reflection/ Narrative Essay</p> <p>Each student will submit a narrative essay (750 words minimum) which summarizes and reflects on what the student has learned from the guest lectures and what connections and insights the student has made about the material. The short essay is worth 10% of the final mark.</p> <p>COIL /Virtual Teams Notes</p> <p>In weeks 5 and 11, virtual teams will submit team notes. Notes 1 will set out the team's understanding of the problem presented in the task, a detailed plan to address the task, and roles taken by each team member.</p> <p>COIL /Virtual Teams Notes</p> <p>In weeks 5 and 11, virtual teams will submit team notes for assessment and feedback.</p> <p>Notes 1 (week 5) will set out the team's understanding of the problem presented in the task, a detailed plan to address the task, and roles taken by each team member.</p> <p>Notes 2 (week 11) will offer a self-evaluation of each team member, and a peer evaluation for each member of the team.</p> <p>If a team is composed of 4 people, the notes will contain 4</p>
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	<p>self-evaluation's, and 12 peer evaluations. All team members are responsible and accountable for reaching their objectives and completing the assigned task. Each team member will receive the same mark which represents 20% of the final mark (2x 10%).</p> <p>COIL/ Virtual Teams Project</p> <p>In week 9, students in each team will present the data, analysis, results, and recommendations of the task-based COIL/ Virtual teams' project. Information will be presented in a short report (1000 words) and a presentation format using a maximum of 5 slides. Each team member will receive the same mark which represents 20% of the final mark.</p> <p>Capstone Project Poster Presentation</p> <p>In week 12, students will make individual poster presentations of individual capstone projects.</p> <p>All information will be presented in a live poster session, attended by classmates, instructors and invited guests. Students will respond to questions and present their findings to an audience of peers, educators, and professionals.</p> <p><i>iUPP 623-3 Research Analysis and Critical Thinking</i></p> <p>Ethics and Integrity Quiz</p> <p>Each student will complete a short quiz on research ethics and integrity which is worth 5 % of the final mark.</p> <p>Critical Review of Case Study</p> <p>In week 5, students will prepare an individual 1,000-word report on a selected case study. The critical review allows students to evaluate and critically respond to presentation of information, analysis of data, and conclusions or recommendations. The critical review represents 15% of the final mark.</p> <p>Analysis and Interpretation of Data</p> <p>In week 9, students will individually analyze and interpret assigned sets of data. Students will assess and apply data analysis appropriate to the task. The assignment represents 15% of the final mark.</p> <p>Capstone Research Project</p> <p>In weeks 6-12 students will work together in teams to plan and design a capstone research project. Teams will develop a research question, select a research method, conduct an inquiry, using basic quantitative and qualitative research</p>
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	methods for data collection and analysis, and write a 2,000-word report. All team members are responsible and accountable for reaching their objectives and completing assigned tasks. Students on each team will receive the same mark which represents 50% of the final mark: proposal (10%) + outline (10%) + final report (35%).
Attendance Expectations	<p>Attendance may be an assessed segment of each course along with participation (described below). Attendance is taken by the faculty and a minimum of 70% attendance is required to complete the program.</p> <p>Attendance records may be used to determine eligibility for re-writes, supplemental tests/assignments, field placement, or to identify students at risk. If attendance is used to determine eligibility for rewrites, supplemental tests/assignments, or field placement, the minimum required attendance standard shall be stipulated in the course outline and clearly explained to students.</p>
Graduation/Completion requirements	Please Note: A student must obtain 70% or higher to complete this course successfully. A student also must successfully complete all iUPP courses to obtain the iUPP certificate.

Course Details

Semester	Topics/Skills
1	iUPP 611-3 Understanding Canadian Academic and Cultural Practices (I)
1	iUPP 612-3 Seminars and Presentations (I)
1	iUPP 613-3 Research Skills & Academic Essay Writing
	*Plus, two academic electives
1	iUPP 614-3 Introduction to Canadian Business
1	iUPP 615-3 Post-Confederation Canadian History
Semester	Topics/Skills
2	iUPP 621-3 Understanding Canadian Academic and Cultural Practices (II)
2	iUPP 622-3 Seminars and Presentations (II)
2	iUPP 623-3 Analysis and Critical Thinking
	*Plus, two academic electives
2	iUPP 624-3 Business Communications
2	iUPP 625-3 Introduction to Marketing

Student Signature: _____

Date: _____