



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

January 2032

Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: EAP 066	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Speaking and Listening: High Intermediate Level <b>Course Short Title:</b> Speaking & Listening High Int.													
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning												
<b>Calendar Description:</b> <p>Develop speaking and listening skills (CLB 6) for academic and career contexts. Participate in short sustained discussions and presentations. Apply conversation management and pronunciation techniques. Demonstrate effective notetaking, paraphrasing, and summarizing while engaging in intercultural communication and professional collaboration.</p>													
Prerequisites (or NONE):	One of EAP 056, placement by department assessment, or one of the following test scores: IELTS score of 5.0 with no band below 4.5, TOEFL iBT score of 52 or higher with no section below 14, EIKEN Grade 2A, or CLBPT/CLBPA overall 6 with no skill less than 6. Other assessments may be used to demonstrate English proficiency. Please contact <a href="mailto:upgrading@ufv.ca">upgrading@ufv.ca</a> if a different assessment has been completed.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
Antirequisite Courses (Cannot be taken for additional credit.)  Former course code/number: <b>ESL S66</b>  Cross-listed with:  Equivalent course(s):  <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b>  Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i>  Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i>  Grading System: <b>Letter grades</b>  Delivery Mode: <b>May be offered in multiple delivery modes</b>  Expected frequency: <b>Annually</b>  Maximum enrolment (for information only): <b>24</b>												
<b>Typical Structure of Instructional Hours</b>  <table border="1"><tr><td>Lecture/seminar</td><td>45</td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td><b>Total hours</b></td><td><b>45</b></td></tr></table>	Lecture/seminar	45									<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b>  PLAR cannot be awarded for this course because:  Developmental upgrading courses are not eligible for PLAR.
Lecture/seminar	45												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b>  Labs to be scheduled independent of lecture hours: <b>No</b>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)  Transfer credit already exists: <b>No</b>  Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>												
Department approval	Date of meeting: September 19, 2025												
Faculty Council approval	Date of meeting: November 14, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 2026												

**Learning Outcomes** (*These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.*)

Upon successful completion of this course, students will be able to:

1. Identify audience, purpose, formality, and features of speech in various oral texts that are moderate in length and complexity.
2. Distinguish facts, advice, suggestions, and opinions in moderately complex communication that include some implied meaning.
3. Create organized notes that distinguish main and supporting details, signposts, digressions in short lectures or meetings.
4. Demonstrate level-appropriate use of conversation management strategies in group discussions.
5. Demonstrate intercultural awareness in social interactions within various school and work settings.
6. Apply suprasegmental pronunciation features (stress, rhythm, intonation) to improve clarity.
7. Plan 5-7 min organized presentations that offer opinions and supporting reasons to moderately complex topics.
8. Deliver short oral presentations using public speaking strategies and visual support.
9. Critically evaluate one's own performance and progress.
10. Reflect on First Peoples ways of knowing and being through respectful engagement with Indigenous perspectives and oral traditions.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

Final exam:	25%	Assignments:	40%	Quizzes/tests/midterm:	20%
Project:	15%		%		%

**Details:**

Assignments: reflective oral journals, participation in group discussions, interview tasks, notetaking tasks, and recordings

Project: Storytelling presentation

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.****Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

collaborative learning, reflective journals, pair and small group discussions, mini-lectures, interviews, listening tasks, recordings, pair/small group exercises, online exercises, and videos

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).*)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Beatty, K. and Williams, J.	LEAP 2: Listening and Speaking TC Media ELT	current
2. Textbook	Lee, C. & Chase, R.	Pathways Listening, Speaking, and Critical Thinking 2 Heinle ELT	current
3. Indigenous knowledge	Immigrant Services Society of BC	Reconciliation Awareness LINC Lessons – Welcome to Our Homelands <a href="https://issbc.org/news/welcome-to-our-homelands/">https://issbc.org/news/welcome-to-our-homelands/</a>	current
4. Online resource	CBC	CBC Podcasts <a href="https://www.cbc.ca/listen/cbc-podcasts">https://www.cbc.ca/listen/cbc-podcasts</a>	current
5. Online resource	CTVnews	<a href="https://www.ctvnews.ca/video/">https://www.ctvnews.ca/video/</a>	current

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)

USB headset with microphone and volume control for lab work

**Course Content and Topics**

- Making and responding to introductions
- Conversation management: clarification, confirmation, interruption, paraphrasing
- Note-taking strategies for lectures and meetings
- Listening strategies: gist, details, signposts, digressions
- Distinguishing formal/informal register in spoken texts
- Presentation skills: planning, organizing, delivering, evaluating
- Pronunciation focus: stress, rhythm, intonation, connected speech
- Sharing information: expressing opinions, preferences, feelings, obligations, ability, and certainty
- Analyzing support: relevance and reliability
- Intercultural communication and workplace adaptation
- Reflection on personal communication strategies