



# English Language Centre

## EAP 2000 LISTENING AND SPEAKING

On Campus, Face to Face

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### WHAT IS THE COURSE ABOUT?

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#### Course Description

The main objective of this course is to practice intermediate level speaking and listening requirements within a university setting. You will listen to short academic lectures (up to 15 minutes) and find the main ideas and details. You will practice speaking tasks common to first year university classes including formal and informal group discussions and debates, and individual and group presentations (up to 15 minutes). Development of grammar, pronunciation, and vocabulary skills is also a primary focus of this course.

This course is taught Monday to Thursday for 2 hours per day. **Total course hours: 80**

**Curriculum Correlation:** CEFR B2

#### Pre-Requisites

Students must have successfully completed EAP 1000 with an overall average of B (73%) or submitted one of the following proficiency test scores:

- Acadia Placement Test: 46-55 (B1+)
- IELTS: 5.5
- TOEFL iTP: 523-543
- TOEFL iBT: 69-78

#### Student Learning Outcomes

The **learning outcomes** of this course are:

1. **Listening for Meaning:** Can follow moderately demanding listening texts on familiar topics to identify main points, important details, tone, and to make inferences.
2. **Note-taking:** Begins to use notes appropriately to improve comprehension and retention.
3. **Developing Presentation Skills:** Deliver presentations (introduction, body, conclusion) with some concrete support and effective presentation strategies.
4. **Speaking with Fluency:** Communicate with moderate fluency in most formal and informal conversations and discussions.

5. **Accuracy of Language:** Use a variety of sentence structures and grammatical forms with a moderate degree of accuracy; begin to apply basic principles of pronunciation in natural speech.
6. **Vocabulary:** Demonstrate comprehension of and use an expanded range of concrete, abstract, conceptual, academic, and idiomatic language in reading and writing.
7. **Academic Skills:** Consistently demonstrate skills in critical thinking, collaboration and self-direction required for academic success at an intermediate level of proficiency. Use peer- and teacher-feedback to revise and evaluate your work.

## Required Resources

**Required Textbook and Practice:** Q-Skills 4 Listening and Speaking (3e); iQ Online Practice (3e)

**Learning Management System:** ACORN is the online learning environment at Acadia University English Language Centre. This is the system that will host the learning materials and activities for this course.

**Office 365:** Contact Technology Services for assistance in setting up your Office 365 account. We will use various apps throughout the term including Teams (virtual classes), Outlook (email), OneDrive (file storage and sharing), PowerPoint and Word.

## HOW WILL I BE ASSESSED?

### Assessment Schedule

EAP 2000 LS Task	Percent weighting	Links to Course Learning Objectives
Attendance & Participation	5%	7
Unit Skills Assessments (3)	20%	1,2,5,6
Lecture Notetaking Tests (3)	25%	1,2,6
In-Class Speaking Assignments (4)	10%	3,4,5,6
Major Speaking Assignments (2)	20%	3,4,5,6,7
Final Exam	20%	1,2,3,5,6

### Assessment Details

#### Attendance and Participation (5%)

Throughout the term, you will be expected to attend all classes, participate in classroom activities, and submit all homework on time.

**Assessment:** A grade will be given at the end of the term for overall attendance and participation.

**Unit Skills Assessments (20%)**

You will be assessed on a variety of skills and vocabulary from your textbook and other classwork throughout the term. You will be assessed through short tests and in-class assignments.

**Assessment:** You will receive a grade based on the number of correct answers. Oral responses will be assessed based on the Minor Speaking Task Rubric.

**Lecture Notetaking Tests (25%)**

At the end of each unit, you listen to a new lecture about the same general topic you learned about in class. You will take notes while you listen to the lecture. You will use your notes to answer questions about the information from the lecture.

**Assessment:** You will receive a grade based on the number of correct answers.

**In-Class Speaking Assignments (10%)**

These assessments will look at your ability to research, organize and deliver oral responses on topics related to our textbook units. Your performance will be evaluated on the fluency, accuracy, pronunciation and content of your response. These may be recorded assignments.

**Assessment:** You will be assessed based on the 2000 LS Minor Speaking Task Rubric.

**Major Speaking Assignments (20%)**

You will do 2 or 3 presentations per term. Each presentation will be about 10-15 minutes long. You will be required to create a PowerPoint presentation (or equivalent) for each presentation.

The goals are to practice speaking in front of a group, practice creating effective PPTs, practice finding credible sources and useable research, practice using different structures,

The types of presentations will include the following genres: Compare/Contrast, Problem/Solution, Cause/Effect. One presentation may be done in a group of 2-3 students.

**Assessment:** You will be assessed based on the 2000 LS Major Presentation Rubric.

**Final Exam (20%)**

The Final Exam is a comprehensive summative assessment used to help establish a benchmark of students' language proficiency level. The final exam will test vocabulary, speaking and listening skills as indicated by the learning objectives.

You will listen to short lectures and excerpts to interpret, analyse, critique and summarize information, and will be required to record oral responses to questions on related topics.

**Assessment:** You will receive a grade based on the number of correct answers. Oral responses will be assessed based on the 2000 LS Minor Speaking Task Rubric.

## HOW ARE MY RESULTS DETERMINED?

### How your Final Result is determined

To pass this course, you need to demonstrate your attainment of each of the Learning Objectives. The range of grades available for assignments in this course and the final result in this course are:

Raw Score	Letter Grade	Grade Description
90 - 100	<b>A+</b>	<b>Outstanding</b> performance, demonstrating complete and comprehensive understanding of the subject matter, concepts, skills and application.
85-89	<b>A</b>	<b>Excellent</b> performance, indicating a superior grasp of subject matter and concepts; development of relevant skills and application to a high level.
80-84	<b>A-</b>	
77-79	<b>B+</b>	<b>Good</b> performance, indicating general understanding of subject matter and concepts; development of relevant skills and application to a moderate level.
73-76	<b>B</b>	
65-72	<b>C+ to B-</b>	Approaching the minimum adequate performance in course

To successfully complete the EAP 2000 level, you must complete all components of the EAP program with no final mark lower than 65% in Reading and Writing, Listening and Speaking, and Focus classes with an overall average of B (72.5%) or more.

Your final program mark will be calculated as follows:

- Reading and Writing Final Mark      45%
- Listening and Speaking Final Mark      45%
- Focus Class: Listening and Notetaking      5%
- Focus Class: Discussion and Debate      5%

## WHAT OTHER POLICIES/PROCEDURES SHOULD I KNOW ABOUT?

There are several other policies and procedures that you should be aware of relating to refunds, attendance, classroom expectations, and academic integrity.

Please refer to our Student Handbook at the following [link](#).

**Statement of Inclusivity**

Acadia University is committed to becoming a culturally safe and anti-oppressive community. This can only be achieved where there are simultaneous efforts to eliminate all forms of discrimination and harassment from our campus community, including the elimination of all discrimination, harassment and violence based on one's identity, including but not limited to, gender, race, class, ethnicity, sexual orientation, disability, gender identity, gender expression, and Indigeneity.

The Equity, Diversity and Inclusion Officer is available to students, staff, and faculty. The fundamental objective of the Equity Office is to prevent discrimination, sexual harassment, and personal harassment from occurring, in part by managing [Acadia's Policy Against Harassment and Discrimination](#). For more information, as well as for resources for students who believe they may have experienced or witnessed discrimination, sexual harassment, or personal harassment please contact Acadia's Equity, Diversity and Inclusion Officer, Polly Leonard, MSW, RSW (she/her/hers) at [equity@ACADIAU.CA](mailto:equity@ACADIAU.CA), and check out the [website](#).

English Language Centre courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be always treated respectfully and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in English Language Centre classes, course content, discussions, and assignments.

## WHAT STUDENT SUPPORTS ARE THERE AT ACADIA?

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There are a number of student supports at Acadia for you to access if necessary, including accessible learning services, the women's centre, the equity office, the black student employment and cultural navigator, spiritual wellness, services regarding 2SLGBTQI+, and mental health support services.

The most up to date list is found on our website at the following [link](#).