

## Pathway 3

By Neda Labafan

Monday, January 17 , 2022

- Introduction to the course
- Reading
- Speaking

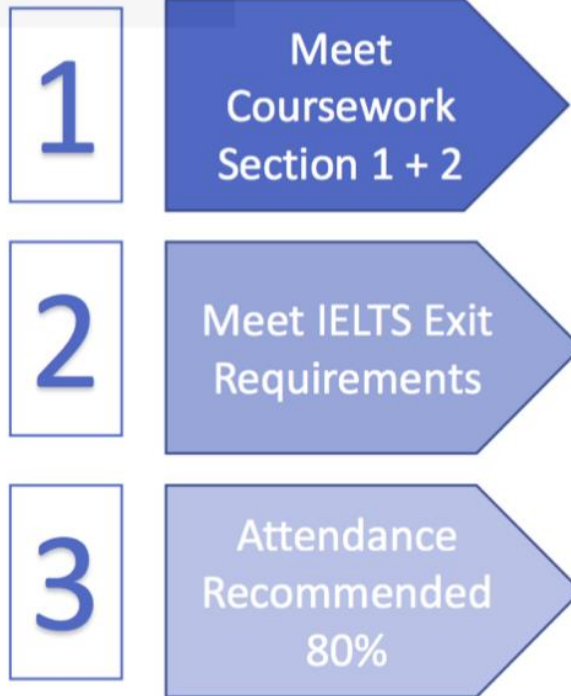
IT'S  
MONDAY,  
*but...*  
IT'S **OK!**

Students are expected

- ✓ To go online on time
- ✓ To keep their cameras ON during the class (camera on means the students are attending the class)
- ✓ To inform the teacher of the probable absence during the class
- ✓ To check their emails and respond to the follow-up emails
- ✓ Submit their assignments in a timely manner if they wish to receive feedback: late submission will not receive feedback
- ✓ Participate actively while in breakout rooms
- ✓ Show respect to other students in class.
- ✓ Smile all the time 😊



# Level Progression



PATHWAY ILAC Class	IELTS Exit Score Requirement	Coursework Requirement
Pathway 1.1/1.2	73	65%
Pathway 2.1/2.2	86	70%
Pathway 3.1-3.4	103	75%

**Tip:** You must meet coursework requirements in two sections: section 1 essay + section 2 presentation to go to the next level.



## Certification Requirements

A certificate of completion is provided to students based on completion requirements (coursework score + IELTS score).

# To receive your certificate, you must...



## Complete All Coursework

- Essay
- Presentation
- Vocabulary Quizzes
- Speaking Assessments
- Written Assignments
- Participation

## Meet the IELTS Test Score

See next slide for scores  
that accompany  
certificates

## Recommended Attendance

80%

1

2

3

# Certification Requirements

UNIVERSITY PATHWAYS ILAC LEVEL	CERTIFICATE REQUIREMENT (IELTS /120)	ILAC CERTIFICATE LEVEL **
Pathway 1.1/1.2	IELTS 64	University Pathways (Level 1.1)
	IELTS 73	University Pathways (Level 1.2)
Pathway 2.1/2.2	IELTS 81	University Pathways (Level 2.1)
	IELTS 86	University Pathways (Level 2.2)
Pathway 3.1-3.4	IELTS 90	University Pathways (Level 3.1)
	IELTS 94	University Pathways (Level 3.2)†
	IELTS 99	University Pathways (Level 3.3)†
	IELTS 103	University Pathways (Level 3.4)†

*\*\*Pathway students are eligible for certificates for which coursework has been completed (i.e., PW 3 certificates are only available for students who have completed PW 3 coursework and met all other exit requirements)*

*† Pathway 3.2-3.4 certificates require a minimum of 8 weeks in 'Pathway 3.1-3.4'*

### PATHWAY – STUDENT CALENDAR

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ONE	Introduction to Pathway Review Course Outline	<b>Essay Format Lesson</b> Essay Topic Approval / Thesis Statement Essay Outline	sources approval & Essay introduction	Body Paragraph 1	Speaking Assessment (5%)  Body Paragraph 2
TWO	Body Paragraph 3	<b>Vocabulary Quiz</b> (5%)  IELTS TEST (writing)	IELTS TEST (reading & listening)	Final Long Research Essay (Due 5 minutes to the beginning of the class) (30%)	Speaking Assessment (5%)
THREE	Introduction to Pathway Review Course Outline	<b>Presentation Topic Approval</b>	<b>Research based PowerPoint Presentations (Outline)</b>	<b>Writing assessment (15%)</b>  Research based PowerPoint Presentations (4 slides)	Speaking Assessment (5%)  Research based PowerPoint Presentations (7slides)
FOUR		<b>Vocabulary Quiz</b> (5%)  IELTS TEST (writing)	IELTS TEST (reading & listening)	Research based PowerPoint Presentation (20%)	Research based PowerPoint Presentation (20%) (continued)

- What research method do you use in your discipline (field)?
- What different research method do you know? Make a list.





**Work in groups. Describe what you know about the characteristics of these research methods.**

- Case study
- Census
- Field work
- Focus group
- Interview
- Laboratory experiment
- Questionnaire

What does the picture illustrate regarding the research methods?



Q & Q



What is qualitative research?  
What is quantitative research?



	Qualitative Research	Quantitative research
objective		
approach		
sample		
Data Analysis		
Example		

	Qualitative Research	Quantitative research
objective	<ul style="list-style-type: none"> <li>Gain an understanding of underlying reasons or motivations.</li> <li>Uncover trends or provide insights into the setting of a problem</li> </ul>	<ul style="list-style-type: none"> <li>Quantify data and generalize results from a sample from the population of interest</li> <li>Measure the incidence of a particular occurrence, view or opinion in a chosen sample.</li> </ul>
approach	Observe and test	Measure and test
sample	Usually a small number of non-representative cases. Subjects can be chosen deliberately to test a particular theoretical premise	Usually a large number of subjects who are randomly selected and represent the population of interest
Data Analysis	Non-statistical; data cannot be expressed as a number	Statistical ; data can be expressed as a number
Example	<u>Temperature</u> : "cold" <u>Height</u> : "tall"	<u>Temperature</u> : 9C <u>Height</u> : 6"

**Which methods are *quantitative* (the data can be measured), which are *qualitative* (the data can't be measure), and which one are both**

- Case study
- Census
- Field work
- Focus group
- Interview
- Laboratory experiment
- Questionnaire

Largely quantitative	Either/ both	Largely qualitative
<ul style="list-style-type: none"><li>• Census</li><li>• Lab experiment</li></ul>	<ul style="list-style-type: none"><li>• Field work (could be collecting quantitative data or observing behavior)</li><li>• questionnaire</li></ul>	<ul style="list-style-type: none"><li>• Interviews</li><li>• Case study</li><li>• Focus group</li></ul>



**Describe research methods to investigate these areas. Are they *quantitative* or *qualitative*?**

- Engineering- testing the strength of a bridge design
- Economics- factors affecting property prices in an area
- Medicine- attitudes to online health information among health professionals
- History- determining the age of an archaeological find

Describe research methods to investigate these areas. Are they *quantitative* or *qualitative*?

- Engineering-testing the strength of a bridge design **largely quantitative**
- Economics- factors affecting property prices in an area **a mixture of both; data about price trends+ social, demographic, political,... factors**
- Medicine- attitudes to online health information among health professionals **largely qualitative**
- History- determining the age of an archaeological find **a mixture of both; quantitative data such as from carbon dating+ observation, expert opinion, etc.**

**Work in groups. Which data sources a-e would be most useful to investigate the level of crime in a country? Decide one advantage and disadvantage of each.**

- a. statistics from courts about the number of people convicted of criminal offences
- b. statistics about the number of crimes reported to the police
- c. interviews with victims of crime
- d. surveys of the general public about their experience of crime
- e. newspaper reports of crime

## Read TEXT 1 and complete the tables

Genre	
Date of publication	
Audience	
Topic of this section	
Main purpose of this section	

Genre	Academic textbook
Date of publication	2012
Audience	University criminology students
Topic of this section	The British Crime Survey
Main purpose of this section	To describe the British Crime survey

**According to TEXT 1, which two sets of data feed into the official statistics on crime?**

**Why are two sets used rather than just one?**

**According to TEXT 1, which two sets of data feed into the official statistics on crime?** Crime recorded by the police and the BCS (British Crime Survey)

**Why are two sets used rather than just one?** to give a fuller picture of crime.

- Did you identify the writer's stance?
- How can you identify a writer's stance?



**Use the words/ phrases below to complete the guidelines for identifying a writer's stance.**

Details, such as figures/ tables

Heading

In-text references

Italics

Topic sentences.

**1. use any questions in the ..... to help you focus on the main idea. As you read each paragraph, ask yourself how the question is being answered.**

**2. At this stage, ignore:**

a. ....

b. ....

c. unknown words that you don't need for understanding the main idea.

**3. try to understand the writer's emphasis. Focus on:**

d. ....

e. any ..... used by the writer for emphasis.

f. key words or phrases that are repeated through the text.

1. use any questions in the **heading** to help you focus on the main idea. As you read each paragraph, ask yourself how the question is being answered.
2. At this stage, ignore:
  - a. **details, such as figures/ tables**
  - b. **in-text references**
  - c. unknown words that you don't need for understanding the main idea.
3. try to understand the writer's emphasis. Focus on:
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**Use the guidelines above. Read TEXT 2 and identify the main ideas.**

**Use the information in TEXT 2. Complete the table with *yes* or *no***

	<b>Police-recorded statistics</b>	<b>crime</b>	<b>British Crime Survey</b>
1.Has the highest total number of offences			
2. includes all categories of crime			
3.includes violence, vandalism, vehicle theft (incl. Bicycles), burglary, and theft from person			
4.focuses mainly on adult and personal crimes			
5. includes consensual crimes and sexual offences			
6. contains regularly updated categories of crime			
7. includes mainly minor crimes			

	<b>Police-recorded statistics</b>	<b>crime</b>	<b>British Crime Survey</b>
1.Has the highest total number of offences	no		yes
2. includes all categories of crime	no		no
3.includes violence, vandalism, vehicle theft (incl. Bicycles), burglary, and theft from person	yes		yes
4.focuses mainly on adult and personal crimes	no		yes
5. includes consensual crimes and sexual offences	yes		no
6. contains regularly updated categories of crime	no		no
7. includes mainly minor crimes	no		no

**Does the BCS provide a fuller picture of crime? Focus on the main idea in TEXT2. Which statement 1-3 best reflects the writer's stance?**

1. The BCS provides a more complete picture of crime than recorded crime statistics.
2. The BCS does not cover all types of crime, but it helps to provide a more complete picture of certain types of crime.
3. Recorded crime statistics provide a more complete picture than the BCS data.

**Statement 2;** the writer seems largely positive about the usefulness of the BCS, but expresses some limitations and reservations.