

I. COURSE DESCRIPTION:

This course focuses on the development of basic reading and writing skills necessary for everyday communication. Through an introduction to reading comprehension and development of decoding and vocabulary skills, basic grammar, and sentence writing, students will demonstrate competency in understanding basic secondary-level reading materials and sentence construction. Furthermore, they will be introduced to the creation of basic paragraphs. LBS043 will help students to develop the fundamental communication skills required for entrance into the Level 4 Communications Academic Upgrading program.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Read with understanding for various purposes: locates, understands, interprets and makes judgments about ideas and information in a variety of texts that have some complexity of content and form. To do this, the reader uses a variety of more advanced reading strategies, personal experiences and knowledge and a familiarity with a variety of forms and conventions of formal texts.

Potential Elements of the Performance:

- Take basic notes from reading and listening activities
 - Recognize various forms of writing for different purposes
 - Read text of multiple paragraphs; gather info from graphs and tables
 - Identify topic and purpose, main idea and supporting details in a piece of writing
 - Make judgments and inferences using evidence from the text
 - Begin to identify writer's point of view
 - Follow written instructions
 - Recognize how attitude may influence interpretation
2. Write clearly to express ideas: writes for a variety of specific purposes and audiences, using various forms of some complexity and developed paragraphs to convey a main idea. The writer begins to use an appropriate style for the purpose and audience and common grammar, punctuation, and spelling.

Potential Elements of the Performance:

- Identify and appropriately use the basic parts of speech, subjects

and verbs, and prepositional phrases to create simple and compound sentences; punctuate with commas and periods.

- Create simple paragraphs on topics of personal interest
- Show awareness of audience needs and use appropriate levels of language
- Check spelling using dictionaries and spell-check
- Revise using feedback
- Complete more complex forms requiring non-personal information

3. Speak and listen effectively: presenting, interacting (one-on-one and in groups), and listening.

Potential Elements of the Performance:

- Identify appropriate use of formal and informal language
- Speak clearly in a focused and organized way to others
- Provide specific, detailed information or instructions to familiar and unfamiliar individuals
- Listen to others and stay on topic in conversations, responding with feedback to the ideas of others
- Can encourage responses from others, ask questions, take turns and repair misunderstanding to maintain communication
- Use increased awareness of how non-verbal communication cues affect communication
- Can identify main idea(s) and list key points of oral communication with some unfamiliar aspects
- Draw conclusions about ideas presented in formal situations
- Use strategies to check and increase understanding (notes, discussion)

III. TOPICS:

1. Reading
2. Writing
3. Speaking and Listening

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- *Groundwork for a Better Vocabulary, 3rd Ed.* B. Johnson, C. Mohr, and J. M Goldstein. Townsend Press (2004).
- *Groundwork for College Reading with Phonics, 4th Ed.* B. Broderick and J Langan. Townsend Press (2008).
- *English Essentials (Can Ed.)*. J. Langan, B. Johnson, and L. Salem-Wiseman. McGraw-Hill (2009).
- Various modules provided by Academic Upgrading

V. EVALUATION PROCESS/GRADING SYSTEM:

Word-level requirements	20%
Sentence-level requirements	25%
Reading comprehension requirements	25%
Paragraph writing	30%

The following semester grades will be assigned to students:

Grade	<u>Definition</u>
A+	90 – 100%
A	80 – 89%
B	70 - 79%
C	60 - 69%
F (Fail)	59% and below
W	Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:**Attendance and progress:**

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Students can be withdrawn from the Academic Upgrading program for non-attendance and/or lack of progress. See the Academic Upgrading policies and procedures for more details.

Calendar:

This course is a continuous intake course; therefore, the typical “semester” guideline does not apply.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.