

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** LBS Level 4 English

**CODE NO. :** ENG044                      **SEMESTER:** Various/  
continuous  
intake

**PROGRAM:** Academic Upgrading

**AUTHOR:** Heather Ferguson

**DATE:** May 2006      **PREVIOUS OUTLINE DATED:** NA

**APPROVED:**

	_____ <b>DEAN</b>	_____ <b>DATE</b>
--	----------------------	----------------------

**TOTAL CREDITS:**

**PREREQUISITE(S):** Appropriate score on English Placement Exam

**HOURS/WEEK:** 3

**Copyright ©2006 The Sault College of Applied Arts & Technology**  
*Reproduction of this document by any means, in whole or in part, without prior  
written permission of Sault College of Applied Arts & Technology is prohibited.*  
*For additional information, please contact Rick Wing, Dean*  
*School of Continuing Education, Hospitality, and Access Programs*  
*(705) 759-2554, Ext. 2405*

**I. COURSE DESCRIPTION:**

This course will help students to develop the fundamental communication skills required for entrance into the Level 5 Communications Academic Upgrading program. Emphasis is placed on more complex sentence writing skills and organizers to effectively convey ideas and develop concrete paragraphs; letter writing; reading comprehension using multi-paragraph texts and responsive writing that focuses on understanding of text; vocabulary development; introduction of revision skills; and intermediate speaking and listening skills.

**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: analyze, synthesize, make reasoned judgments, and draw conclusions about ideas, information and the writer's perspective in texts that are complex in form and content. To do this, the reader uses a wide variety of reading strategies, personal experiences and knowledge as well as familiarity with a wider variety of forms and conventions, including some stylistic elements.

Potential Elements of the Performance:

- Use a variety of more complex strategies (work origins, derivations) to decode new vocabulary independently.
  - Draw more deeply on personal experiences and on a wider variety of reading experiences to gather meaning from the text.
  - Skim for overview of content; scan to find specific information.
  - Read a multi-paragraph text that contains complex subject matter with personal and/or general relevance and has levels of meaning and interpretation and a number of unfamiliar words
  - Identify the main idea, purpose, and supporting details.
  - Make more complex inferences and judgments based on evidence.
  - Identify writer's perspective; distinguish between logical/illogical arguments, objectivity and prejudice.
  - Develop and clarify own point of view by examining ideas of others.
2. Write clearly to express ideas: write for a variety of different purposes and audiences, using complex forms, and well-linked/well-developed paragraphs, with effective supporting details to convey a main idea. The writer uses a style appropriate for the purpose and audience, as

well as more complex grammar, punctuation, and spelling.

Potential Elements of the Performance:

- Write, using appropriate voice, for a variety of purposes (letters, paragraphs, responses to readings).
  - Create well-developed paragraphs with effective supporting ideas and, if appropriate, opinions, quotes and statistics.
  - Revise written work independently, seeking feedback when needed.
  - Demonstrate awareness of appropriate word choice, and select words/expressions to create special effects.
  - Use wide variety of sentence types and structures appropriately and effectively—variety of subordinate clauses and modifiers.
  - Effectively use variety of punctuation including commas, quotation marks, end marks, semi-colons and colons.
  - Spell a wide range of common words; confirm spelling of difficult words by using word knowledge and resources.
3. Speak and listen effectively: presenting, interacting (one-on-one and in groups), and listening.

Potential Elements of the Performance:

- Appropriately use formal and informal language; effectively select words to convey intended meaning.
- Use transitional expressions to signal new or important point.
- Rehearse and revises material before making a presentation.
- Is aware of the audience while presenting.
- Express ideas and opinions confidently, supporting them with details, evidence, fact and example; make a case with a clear rationale to a less familiar person.
- Listen and contribute to discussion, follow up on ideas of others, and recognize different points of view.
- Use interaction strategies by inviting others to contribute, ask questions to clarify point, negotiate to find basis for agreement.
- Is aware of factors that contribute to success (or lack thereof) of a discussion (socio-cultural, dialect/accent, different views/opinions)
- Deal with misunderstandings by asking for and using clarification; use increased awareness of how non-verbal communication cues affect communication.
- Identify main ideas, supporting details and summarize content; evaluate information.
- Take detailed notes from oral presentations, rewrite them to help organize.

**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).
- *Ten Steps to Improving College Reading Skills. 4th Ed.* J. Langan. Townsend Press (2003).
- *Sentence Skills with Readings (3<sup>rd</sup> Ed.)*. J. Langan, P. Langan. McGraw-Hill (2005).
- *The Least You Should Know About English, Form A (1<sup>st</sup> Cdn. Ed.)*.T. Glazier, P. Wilson, K. Wagner (Cdn Editor). Thomson-Nelson (2002).
- *The Language We Share*. E. Karpinski, M Lecompte. Thomson-Nelson (2006).
- Various modules provided by Academic Upgrading

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Vocabulary quizzes	10%
Sentence and punctuation skills quizzes	35%
Reading comprehension assignments and quiz	25%
Writing assignments	30%

The following semester grades will be assigned to students in Academic Upgrading:

<b>Grade</b>	<b><u>Definition</u></b>
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:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

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