

I. COURSE DESCRIPTION:

To enhance reading and writing ability, students must be able to identify and correct sentence-level problems. This course develops communication skills in reading and writing through further development of vocabulary, punctuation and grammar; identification and creation of topic sentences and paragraph development; and demonstration of reading comprehension through written and oral communication. Basic business letter writing is also addressed. ENG044 will help students to develop the fundamental communication skills required for entrance into ENG045 Communications.

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 (word 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.

III. TOPICS:

1. Reading
2. Writing

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 Building College Reading Skills, 5th Ed.* J Langan. Townsend Press (2011).
- *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:

Reading comprehension assignments and quizzes	35%
Vocabulary assignments and quizzes	15%
Grammar, punctuation and mechanics quizzes	15%
Paragraph and letter writing assignments	35%

The following semester grades will be assigned to students:

Grade	<u>Definition</u>
A+	90 – 100%

A	80 – 89%
B	70 - 79%
F (Fail)	69% 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.