

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. LBS044 will help students to develop the fundamental communication skills required for entrance into the Level 5 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: 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.
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 revise 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 Building College Reading Skills, 4th Ed.* J Langan. Townsend Press (2005).
- *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:

Vocabulary quizzes	10%
Sentence and punctuation skills quizzes	15%
Reading comprehension assignments and quiz	30%
Paragraph and letter writing assignments	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: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.

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.

Disability Services:

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

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

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.

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