

I. COURSE DESCRIPTION:

This course will help students to develop the fundamental communication skills required for entrance into the ACE Communications (grade 12 equivalency) Academic Upgrading program. Emphasis is placed on reading comprehension using multi-paragraph and more advanced texts; responsive writing that focuses on analysis and evaluation; vocabulary development; use of the rhetorical modes to convey ideas in writing; development of independent revision skills; résumé and cover letter writing; and advanced 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, including the writer's perspective and bias, and the use and impact of stylistic devices in texts that are complex in form, content, and style. To do this, the reader uses a wide variety of appropriate and efficient strategies, including a deeper application of personal experiences and knowledge and a familiarity with complex forms and conventions, including stylistic elements.

Potential Elements of the Performance:

- Use a wide variety of complex strategies (work origins, derivations, analysis) to decode new vocabulary independently.
- Draw more deeply on personal experiences and on a much wider variety of reading experiences to gather meaning from the text.
- Select appropriate reading strategies (skim, scan).
- Read a multi-paragraph text that contains challenging and 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 and explain how the details support the main idea; identifies important elements of fiction and follows complex written instructions.
- Question and evaluate ideas; use structural and visual elements to make reasoned judgments; make more complex inferences.
- Recognize social and cultural influence and bias in writing.
- Compare and evaluate the organization and detail of different texts representing the same story or topic.
- Clarify/broaden own point of view by examining ideas of others; expresses personal opinion based on increased understanding.

2. Write clearly to express ideas: write for a wide variety of different purposes and audiences, using a wide variety of complex forms and organizational approaches with appropriate and precise supporting details to convey a main idea creatively and logically. The writer uses a style that reinforces the purpose and engages the audience, as well as complex grammar, punctuation, and spelling.

Potential Elements of the Performance:

- Write, using appropriate voice, for a variety of purposes (business and cover letters and résumé; evaluate and analyze).
 - Create well-developed paragraphs using the rhetorical modes with effective supporting ideas and, if appropriate, opinions, quotes and statistics.
 - Organize info and ideas creatively and logically to convey one main idea in well-linked, well-developed paragraphs. Include documented source and media materials when appropriate.
 - Revise independently.
 - Use voice, vocabulary and special terminology to reinforce purpose and connect with audience with sophistication and effectiveness.
 - Use wide variety of sentence types and structures with conscious attention to style.
 - Effectively use standard case for pronouns, complex punctuation and word choice.
 - Confirm spelling of difficult, unfamiliar words by using word knowledge and resources; use generalization and knowledge of word formation to spell technical and unfamiliar terms.
3. Speak and listen effectively: presenting, interacting (one-on-one and in groups), and listening.

Potential Elements of the Performance:

- Use different levels of formal and informal language; use expanded, specialized and topic-appropriate vocabulary; select words creatively and effectively to convey meaning.
- Use transitional expressions to signal new or important point.
- Rehearse and revises material before making a presentation.
- Respond to audience while presenting and adjust delivery accordingly.
- Logically express, order and develop concepts and ideas and clearly justify them with appropriate evidence; make a convincing case with a solid rationale to an unfamiliar person or group.
- Listen and contribute collaboratively to discussion by asking

questions and building on the ideas of others.

- Use interaction strategies to facilitate understanding (ask for clarification, repeat, paraphrase, rephrase, negotiate, and deal with misunderstanding).
- Analyzes factors and works toward building agreement and dealing with conflict that contribute to success (or lack thereof) of a discussion (socio-cultural, dialect/accent, different views/opinions).
- Identify main ideas and supporting information; summarize and evaluate overall content and effectiveness of formal speeches and lectures.
- Use wider range of complex strategies to confirm and increase understanding (take and rewrite notes, check interpretation with others, do further research).

III. TOPICS:

1. Reading
2. Writing
3. Speaking and Listening

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- *Improving Vocabulary Skills*. S. Nist and C. Mohr. Townsend Press (1995).
- *Sentence Skills with Readings (3^d Ed.)*. J. Langan, P. Langan. McGraw-Hill (2005).
- *Writing Fundamentals (5th Ed.)*. J. Lyons. Prentice-Hall Canada (2000).
- *The Canadian Writer's Workplace (5th Ed.)*. G. Lipschutz, J. Roberts, J. Scarry, S. Scarry. Thomson-Nelson (2004).
- Various modules provided by Academic Upgrading

V. EVALUATION PROCESS/GRADING SYSTEM:

Vocabulary quizzes	15%
Sentence and punctuation skills quizzes	20%
Reading comprehension assignments and quiz	25%
Writing assignments	40%

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

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:

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.