

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: LBS Level 5 English

CODE NO. : ENG045 **SEMESTER :** Various/
continuous intake

PROGRAM: Academic Upgrading

AUTHOR: Heather Ferguson

DATE: Jan 2010 **PREVIOUS OUTLINE** May 2009
DATED:

APPROVED:

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	CHAIR	DATE
TOTAL CREDITS:	No post-secondary credit	

PREREQUISITE(S): ENG044, or appropriate score on English placement test

HOURS/WEEK: 5 hours in-class, self-directed

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For additional information, please contact Rick Wing, Dean
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I. COURSE DESCRIPTION:

This course develops communication skills in reading, vocabulary development and writing. Contextual paragraph writing is introduced. It also reinforces and further develops communication skills in reading comprehension, spelling and grammatical principles. In this course, the principles of writing are taught through the writing process (drafting and revision). Résumé and cover letter writing are also addressed. This course will help students to develop the fundamental communication skills required for entrance into the ACE Communications (grade 12 equivalency) 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, 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).
- *Ten Steps to Improving College Reading Skills, 4th Ed.* J. Langan. Townsend Press (2003).
- *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	5%
Sentence and punctuation skills quizzes	20%
Reading comprehension assignments and quizzes	20%
Paragraph and essay writing assignments	55%

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.