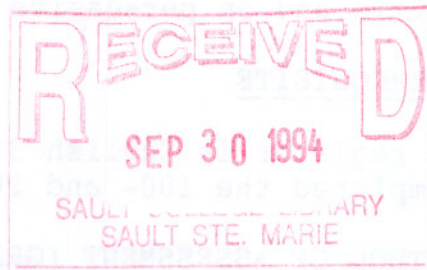


SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON



COURSE OUTLINE

COURSE TITLE: ADVANCED READING AND WRITING

CODE NO.: ENG 315-3 SEMESTER: FALL

PROGRAM: SELECTED POST SECONDARY PROGRAMS

AUTHOR: LANGUAGE AND COMMUNICATION DEPARTMENT

DATE: SEPTEMBER 1994 PREVIOUS OUTLINE DATED: JANUARY 1994

APPROVED:

N. Koch
NADEAN KOCH, DEAN, SCHOOL OF
ARTS AND GENERAL EDUCATION

DATE

1994 06 02

PHILOSOPHY/GOALS (COURSE DESCRIPTION)

This course helps students to fulfill reading, writing, problem-solving, speaking and listening objectives at an advanced level. Students will respond to situations presented in scenarios case studies, or current affairs. They identify problems, and generate solutions supported by logical arguments. Students may respond in individual or small group oral presentations, and/or short written formats. Emphasis will be placed on independent learning skills and on persuasive communication of ideas.

PREREQUISITE

To register in English 315-3, the student must have successfully completed the 100- and 200-level English courses or their equivalents.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on written submissions, oral presentations, and classroom activities, including quizzes.

Letter grades will be assigned in accordance with the Language and Communication Department Guidelines.

The following letter grades will be assigned as final grades in courses in the Language and Communication Department:

A+	Consistently outstanding	(90% - 100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat--The student has not achieved the objectives of the course and the course must be repeated.	(Less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

TEXTBOOK

The Language of Argument by Daniel McDonald. Harper Collins.

SUMMARY OF OBJECTIVES

Upon completion of the course, students will be able to do the following:

1. Work individually and in groups to analyze problems, identify possible solutions, select the best options, and present logical persuasive arguments.
2. Find information through primary and secondary sources and document it.
3. Recognize bias and manipulation in information. i.e.: (propaganda and advertising techniques, etc.).
4. Demonstrate assertive oral communications skills through presentations of a logical argument to a small group or class.
5. Ask clear penetrating questions.
6. Demonstrate skills in writing, editing, and proofreading.
7. Develop skills in constructive feedback techniques, oral and written, by participating in peer evaluation of oral presentations.

TOPICS TO BE COVERED:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

TOPICS:

1. Assertiveness/Communication Barriers/Critical Thinking
2. Inductive/deductive reasoning
3. Fallacy
4. Propaganda/Bias and manipulation
5. Seminar presentation skills
6. Persuasive document
7. Constructive evaluation skills

INSTRUCTIONAL METHODS

After the general introduction, the course will cover the objectives through the process of reading, analyzing, writing, and speaking, both formally and informally.

A variety of methods including scenario and case analysis, problem solving techniques, role playing and oral and written tasks may be used by the professor to respond to student needs.

DUE DATES

Due dates for tests and presentations will be announced during the semester.

EVALUATION METHODS

Evaluation of oral presentations	5%
Oral presentation	10%
Written persuasive document (format as assigned by professor: proposal, essay, or technical)	15%
In-class quizzes	30%
Written assignments	40%

Marking schemes for assignments will differ from professor to professor and from assignment to assignment. This flexibility recognizes that professors need to vary their approach as they assist students with varying levels of competence to meet the objectives of the course.

NOTE: The professor may wish to alter the content or weighting of these assignments. If there is a change the professor will notify the students in writing.

TIME FRAME

Advanced Reading and Writing (ENG 315-3) involves two in-class periods and one hour of independent/group study per week for one entire semester.

PLAGIARISM

Students should refer to the definition of "academic dishonesty" in the "Statement of 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, as may be decided by the professor.

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.

SPECIAL NOTES

All students should be aware of the Special Needs Office in the college. Students with identified special needs are encouraged to discuss required accommodations confidentially with the professor. It is the responsibility of students who require accommodations to contact the Special Needs Office. All students and their tutors are required to meet with the professor before tutoring begins and as needed throughout the semester to enhance the learning process and student success.

ADVANCED CREDIT

Students who have completed an equivalent post-secondary course should bring relevant documents to the Coordinator, Language and Communication Department. Those who have related employment-centred experience should see the Prior Learning Assessment (PLA) Coordinator.

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COURSE OUTLINE HISTORY

Course Title: ADVANCED READING AND WRITING

Code No.: ENG 315-3

Program: SELECTED POST SECONDARY PROGRAMS

Original Date of Course Outline: UNKNOWN

Original Author(s): UNKNOWN

Author of Each Revision:	Each Date of Revision:
RALPH BABER	WINTER 1989
JIM FOSTER	APRIL 1989
L&C DEPT. J.MORRIS	JANUARY 1990
ENG 315 Committee	June 1991
Jane Power	December 1991
Jane Power & Sandi Mills	May 1992
L & C Dept.	Dec. 1992
Jan Burk, Jim Foster, Nina Pyne and Jane Power	May 1993
Nina Pyne	December 1993
Karen Robb	May 1994

The preceding outline belongs to Laura Bourgeois

