

PHILOSOPHY/GOALS (COURSE DESCRIPTION)

The course aims at students achieving a standard of reading and writing skills appropriate to College studies. Students will begin the course at a level determined by pre-tests designed to measure reading comprehension and writing skills.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their essay assignments, summaries, comprehension and vocabulary tests, grammar and spelling, reading lab work and (where applicable) final tests.

Letter grades will be assigned in accordance with the Language and Communications Department guidelines.

The following grade symbols will be used in recording final grades:

- "A+" - consistently outstanding
- "A" - outstanding
- "B" - above average
- "C" - satisfactory
- "R" - **repeat** (the student has not achieved the objectives of the course, and the course must be repeated).

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

GRADING

Written work assigned and graded will constitute **60%** of your grade. A final exam will constitute **30%** and such factors as improvement, classroom activities and participation will account for the remaining **10%**.

TEXTBOOKS AND SUPPLIES

1. Webster's New World Compact Dictionary (School & Office),
Prentice Hall Press
2. The Writing Clinic by Ralph E. Loewe
3. Connections, Effective Reading & Writing by William Van Nest
(at teacher's option)

Students will be required to purchase two overhead transparencies and a black or blue non-permanent, water soluble transparency pen (available in the Campus Shop).

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COURSE OBJECTIVES

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

1. write clear, concise, grammatically correct sentences which show variety in length and style.
2. write unified, well-organized paragraphs.
3. write brief, coherent essays using a number of expository techniques to serve a specific audience.
4. summarize a variety of materials.
5. read and show vocabulary development at a level consistent with post-secondary work.

INSTRUCTIONAL METHODS

Classroom presentations, small group discussions, directed readings and the Learning Assistance Centre are used to respond to student needs.

TOPICS

***Note:** These topics sometimes overlap several areas of skill development, and are not intended to be dealt with always in isolated learning units, or necessarily in this order.

1. Introductory Testing and Review of Library Skills
2. Grammar and Spelling Fundamentals

With assistance from the instructor, students will be responsible for the ongoing practice of grammar fundamentals according to their individual needs. These needs will be identified from students' writing.

3. Sentence Patterns
4. Vocabulary Skills
 - a) Using the dictionary
 - b) Understanding words in context
 - c) Developing a personal glossary
5. Reading and Writing Expository Material using some of the following:
 - a) Process Analysis
 - b) Comparison and Contrast
 - c) Cause and Effect
 - d) Classification
 - e) Description
 - f) Narration
 - g) Definition
6. Summary Writing

7. Learning Assistance Centre (L.A.C.)

Where pretest results indicate a need for reading and writing development, students will be required to use the Learning Assistance Centre outside of scheduled English class hours. These students will review their progress with their instructors on a regular basis.

8. Final Testing

MAJOR ASSIGNMENTS AND TESTING (see Language and Communication Guidelines)

Students will be evaluated on five written assignments (three expository assignments and two summaries). **40%**

Students will also be evaluated on grammar fundamentals, editing skills, reading comprehension, vocabulary and dictionary skills. **20%**

Students who require work in the Learning Assistance Centre will be expected to meet one of the following criteria:

- a) achievement of a 12.0 comprehension score on the Nelson-Denny Reading Test.
- b) completion of three successive reading levels in the guided reading program with an average comprehension score of 80% (Level "J" minimum).

Final Testing

Course objectives will be tested at the end of term. The final tests will include expository writing and summary writing. **30%**.

Students who consistently submit unsatisfactory assignments and rely upon coached revision to attain a "C" grade may not be regarded as having satisfactorily completed the course.

TIME FRAME

Communication Skills 120-3 involves three periods per week for fifteen weeks.

ADVANCED CREDIT

Students whose preliminary reading test results and first writing assignments warrant it, may be granted advanced credit for the course, provided their programme requires a further advanced level of English instruction.