

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: ENGLISH 120

CODE NO.: ENG 120-3

SEMESTER: ALL

PROGRAM: VARIOUS POST-SECONDARY PROGRAMS

AUTHOR: SANDI MILLS

DATE: DECEMBER, 1995

PREVIOUS OUTLINE DATED: SEPT./95

APPROVED: Judy Morris

December 6, 1995

DEAN

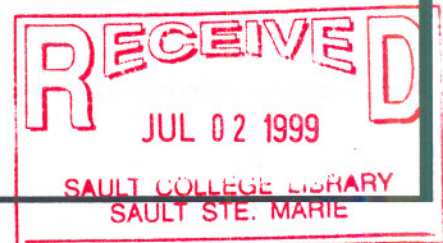
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TOTAL CREDITS: 3

PREREQUISITES:

LENGTH OF COURSE: 3 HOURS/WEEK

TOTAL CREDIT HOURS: 45



COURSE NAME

CODE NO.

I. COURSE DESCRIPTION: This course helps students develop reading and writing skills necessary to function at the college level. Students begin at a level determined by a pre-test of reading comprehension, vocabulary development and writing skills.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:
(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date)

A. Learning Outcomes:

1. Read post-secondary material for various purposes.
2. Plan, develop and write a five paragraph, post-secondary level expository essay.
3. Critique and edit written work (including their own) recognizing quality of communication.
4. Research information and document sources.

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course the student will demonstrate the ability to:

1. Read post-secondary material for various purposes.

Potential elements of the performance:

- identify stated or implied main ideas
- distinguish supporting details
- determine reliability of reading material (distinguish fact and opinion)
- recognize bias
- make logical inferences and draw conclusions
- determine cause and effect
- determine writer's purpose and audience
- utilize post-secondary vocabulary
- use college-level dictionary and thesaurus

This learning outcome will constitute 20% of the course's grade. (Possible weighting strategy)

COURSE NAME

CODE NO.**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued)**

2. Plan, develop and write a five paragraph, post-secondary level expository essay.

Potential elements of the performance:

- formulate thesis statements
- write supports to the thesis statement
- provide adequate and specific support
- identify and employ expository patterns
(eg. example, process analysis, compare and contrast, cause and effect, division and classification, description, definition)
- provide unity, coherence and organizational structure
- identify audience
- use prewriting techniques to develop and organize ideas
- use drafting techniques to write and revise copy
- write unified, well organized paragraphs
- link ideas using transitional techniques
- write clear, concise, grammatically correct sentences which show variety in style

This learning outcome will constitute 50% of the course's grade. (Possible weighting strategy)

3. Critique and edit written work (including their own) recognizing quality of communication.

Potential elements of the performance:

- evaluate the effectiveness of communication produced
- edit and revise content
- recognize and correct English usage errors
- respond to oral or written feedback

This learning outcome will constitute 20% of the course's grade. (Possible weighting strategy)

COURSE NAME

CODE NO.**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued)****4. Research information and document sources.*****Potential elements of the performance:***

- locate and collect information from a variety of sources
- evaluate material for inclusion
- summarize and paraphrase
- document all sources using an accepted format (APA; MLA)
- present information according to style and conventions required.

This learning outcome will constitute 10% of the course's grade. (Possible weighting strategy)

III. TOPICS:

***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.

1. Documentation and Library Skills
2. Editing Skills

Students will be responsible for the ongoing practice of grammar fundamentals.

Students' specific learning needs will be identified from their writing.

3. Sentence and Paragraph Patterns
4. Reading Skills (including dictionary and thesaurus)

COURSE NAME

CODE NO.**III. TOPICS (Continued)**

5. Expository Writing using some of the following:

- | | |
|----------------------------|----------------------------|
| a) Example | e) Division/Classification |
| b) Process Analysis | f) Description |
| c) Comparison and Contrast | g) Definition |
| d) Cause and Effect | |

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. College Writing Skills with Readings by John Langan, McGraw-Hill Book Company
2. Gage Canadian Dictionary, Gage Educational Publishing Company
3. Roget's Thesaurus

V. EVALUATION PROCESS/GRADING SYSTEM**MAJOR ASSIGNMENTS AND TESTING**

(Refer also to the Language and Communication Guidelines.)

1. Reading, Writing and Fundamentals

Students will be evaluated on a minimum of two written assignments and two essay tests. The tests are not subject to revision and resubmission. **(40%)**

Students will also be evaluated in process on grammar fundamentals, editing skills, and reading comprehension. **(20%)**

2. Documentation and Library Skills

Many major subject areas studied in college require support of the writer's main ideas through library research. The sources of information used in research, such as books, magazine articles, personal interviews, periodicals, journals, etc., must be cited using a standard method of documentation. **(10%)**

COURSE NAME

CODE NO.
V. EVALUATION PROCESS/GRADING SYSTEM (Continued)
3. Final Testing

Achievement of course learning outcomes will be measured by mandatory final testing at the end of the term. **(30%)**

TIME FRAME

Communication Skills (3) ENG 120-3 involves three periods per week for the entire semester. Students are expected to attend class and to participate in class activities.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their written assignments, editing comprehension and final tests.

The following letter grades will be assigned in accordance with the Language and Communications Department Guidelines:

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.

COURSE NAME

CODE NO.**V. EVALUATION PROCESS/GRADING SYSTEM (Continued)****GRADING**

Written work assigned and graded will constitute 70% of the grade. A final exam will constitute 30%. After students have had an opportunity to revise their writing, professors will deduct marks for any remaining grammar and fundamental errors.

Marking schemes for essays and other 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 competences to meet the objectives of the course. However, the marking scheme for the final examination will be standard throughout the department for English 120.

VI. SPECIAL NOTES:Special Needs

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

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.

COURSE NAME

CODE NO.**VI. SPECIAL NOTES (Continued)****Advanced Standing**

Students who have completed an equivalent post-secondary course should bring relevant documents to the Coordinator, Language and Communication Department.

Retention of Course Outlines

It is the responsibility of the student to retain all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT

There is an English 120 Challenge exam in place. Please request information concerning this exam from your instructor or the Prior Learning Assessment Office (H0240).