

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: LBS Level 3 English

CODE NO. : ENG043 **CODE NO. :** ENG043

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): 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
School of Continuing Education, Hospitality, and Access Programs
(705) 759-2554, Ext. 2405

I. COURSE DESCRIPTION:

This course focuses on the development of basic reading and writing skills necessary for everyday communication. Through an introduction to reading comprehension and development of decoding and vocabulary skills, basic grammar, and sentence writing, students will demonstrate competency in understanding basic secondary-level reading materials and sentence construction. Furthermore, they will be introduced to the creation of basic paragraphs. LBS043 will help students to develop the fundamental communication skills required for entrance into the Level 4 Communications 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: locates, understands, interprets and makes judgments about ideas and information in a variety of texts that have some complexity of content and form. To do this, the reader uses a variety of more advanced reading strategies, personal experiences and knowledge and a familiarity with a variety of forms and conventions of formal texts.

Potential Elements of the Performance:

- Take basic notes from reading and listening activities
 - Recognize various forms of writing for different purposes
 - Read text of multiple paragraphs; gather info from graphs and tables
 - Identify topic and purpose, main idea and supporting details in a piece of writing
 - Make judgments and inferences using evidence from the text
 - Begin to identify writer's point of view
 - Follow written instructions
 - Recognize how attitude may influence interpretation
2. Write clearly to express ideas: writes for a variety of specific purposes and audiences, using various forms of some complexity and developed paragraphs to convey a main idea. The writer begins to use an appropriate style for the purpose and audience and common grammar, punctuation, and spelling.

Potential Elements of the Performance:

- Identify and appropriately use the basic parts of speech, subjects and verbs, and prepositional phrases to create simple and

- compound sentences; punctuate with commas and periods.
- Create simple paragraphs on topics of personal interest
- Show awareness of audience needs and use appropriate levels of language
- Check spelling using dictionaries and spell-check
- Revise using feedback
- Complete more complex forms requiring non-personal information

3. Speak and listen effectively: presenting, interacting (one-on-one and in groups), and listening.

Potential Elements of the Performance:

- Identify appropriate use of formal and informal language
- Speak clearly in a focused and organized way to others
- Provide specific, detailed information or instructions to familiar and unfamiliar individuals
- Listen to others and stay on topic in conversations, responding with feedback to the ideas of others
- Can encourage responses from others, ask questions, take turns and repair misunderstanding to maintain communication
- Use increased awareness of how non-verbal communication cues affect communication
- Can identify main idea(s) and list key points of oral communication with some unfamiliar aspects
- Draw conclusions about ideas presented in formal situations
- Use strategies to check and increase understanding (notes, discussion)

III. TOPICS:

1. Reading
2. Writing
3. Speaking and Listening

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- *Groundwork for a Better Vocabulary, 3rd Ed.* B. Johnson, C. Mohr, and J. M Goldstein. Townsend Press (2004).
- *Groundwork for College Reading with Phonics, 4th Ed.* B. Broderick and J Langan. Townsend Press (2008).
- *English Essentials (Can Ed.)*. J. Langan, B. Johnson, and L. Salem-Wiseman. McGraw-Hill (2009).
- Various modules provided by Academic Upgrading

V. EVALUATION PROCESS/GRADING SYSTEM:

| | |
|------------------------------------|-----|
| Word-level requirements | 20% |
| Sentence-level requirements | 15% |
| Reading comprehension requirements | 25% |
| Paragraph writing | 30% |

The following semester grades will be assigned to students:

| Grade | Definition |
|--------------|---|
| 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.

