

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: English for College Entrance

CODE NO. : ENG050 **SEMESTER :** Various/
continuous intake

PROGRAM: Academic Upgrading

AUTHOR: Heather Ferguson

DATE: June 2013 **PREVIOUS OUTLINE
DATED:**

APPROVED: _____

	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 Carolyn Hepburn, Director
School of Academic Upgrading
(705) 759-2554, Ext. 2499

I. COURSE DESCRIPTION:

This course is for students who wish to prepare for college entrance through Mature Student Status. Course content includes, but is not limited to, an introduction to reference materials, reading comprehension, vocabulary development, grammar, punctuation, and test-taking techniques. Upon completion of the course, students will be ready to write Sault College's basic English skills entrance exam.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **Find and Use Information:** Read longer texts to connect, evaluate and integrate ideas and information. Interpret somewhat complex documents to connect, evaluate and integrate information.

Potential Elements of the Performance:

- Demonstrate effective reading and clear thinking strategies.
- Select appropriate reading strategies for task.
- 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 main idea and explain how the details support the main idea; follows complex written instructions.
- Question and evaluate ideas; use structural and visual elements to make reasoned judgments; make more complex inferences.
- Extract information from text to draw conclusions

2. **Communicate Ideas and Information:** Write longer paragraphs to present information, ideas and opinions; decide what, where and how to enter information in somewhat complex documents; and create more complex documents to sort, display and organize information.

Potential Elements of the Performance:

- Write, using appropriate voice, for a variety of purposes (business, personal or academic); evaluate and analyze for clarity and effect. Use voice, vocabulary and special terminology to reinforce purpose and connect with audience with sophistication and effectiveness.
- 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-developed paragraphs and documents. Include documented source and media materials when appropriate.
- Revise independently.
- Use wide variety of sentence types and structures with conscious attention to style.
- Effectively use standard case for pronouns, complex punctuation and word choice.

III. TOPICS:

1. Information Resources
2. Reading Comprehension
3. Vocabulary Development
4. Language Skills
5. Writing

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- *Improving Vocabulary Skills, Short Version, 4th Ed.* S. Nist and C. Mohr. Townsend Press (2010).
- *Ten Steps to Improving College Reading Skills, 5th Ed.* J. Langan. Townsend Press (2008).
- *English Skills with Readings, 4th Can. Ed.* J. Langan, S Winstanley, C. Jewell. McGraw-Hill Ryerson (2009).
- Various modules provided by Academic Upgrading

V. EVALUATION PROCESS/GRADING SYSTEM:

Information resources quizzes and assignments	10%
Reading comprehension quizzes and assignments	25%
Vocabulary quizzes	10%
Language skills quizzes	20%
Writing assignments	30%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>
A+	90 – 100%
A	80 – 89%
B	70 - 79%
F (Fail)	69% and below
W	Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:Attendance and progress:

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.

Students can be withdrawn from the Academic Upgrading program for non-attendance and/or lack of progress. See the Academic Upgrading policies and procedures for more details.

Calendar:

This course is a continuous intake course; therefore, the typical “semester” guideline does not apply.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.