

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: English Language & Communication  
COURSE CODE: ELC100-6  
PROGRAM: NATIVE COLLEGE ENTRANCE  
SEMESTER: One  
DATE: September 1995  
AUTHOR: Native Education Department

APPROVED: \_\_\_\_\_

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Dean, School of Native  
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DATE: \_\_\_\_\_

*Aug 2/95*

Page 2

I. PHILOSOPHY/GOALS:

This course is designed to help the student establish a firm foundation in English in order to proceed to English 097, College Preparatory English. The emphasis will be on developing grammatically correct sentences, practising various sentence structures, expanding vocabulary, and improving writing skills. Emphasis will be on spelling basics, punctuation, and correct usage of standard English at the college level.

II. STUDENT PERFORMANCE OBJECTIVES/OUTCOMES:

Upon successful completion of this course, the student will be able to:

1. Write clear, grammatically correct sentences.
2. Demonstrate techniques for dictionary use and vocabulary acquisition.
3. Illustrate and apply skills in word comprehension and spelling.
4. Write clear, well-organized short paragraphs.
5. Read and write with confidence on a competent, effective level.

III. TOPICS TO BE COVERED:

1. The sentence.
2. (a) The four (4) basic kinds of sentences: Statement; Question; Command/Request; Exclamation.  
(b) Punctuation that applies to the 4 basic sentences: Period; Question mark; Exclamation mark.
3. Other Punctuation: Comma; Colon; Semi-colon; Apostrophe; Quotation marks.
4. Parts of speech: Nouns; Verbs; Pronouns; Adjectives; Adverbs; Conjunctions.
5. Parts of a sentence: Subject; Predicate.
6. Contractions; Abbreviations.
7. Dictionary use.
8. Synonyms; Antonyms; Homonyms; Plurals.

9. Spelling.

10. Sentence variety: Simple; Compound; Complex.

11. Writing short paragraphs: (a) Topic sentence (b) Supporting sentences (c) Concluding sentence.

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES

1. The sentence.

Learning Activities:

Listen to instructor's presentation on what a sentence is.  
Examine examples of communicating with sentences.  
Group practice in composing sentences.  
Groups present to class their set of sentences.

Resources:

Handout: Identify the sentence in the examples given.  
Compose short sentences on suggested topics.

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2. The Four Basic Kinds of Sentences/Punctuation.

- (a) The Statement, with its punctuation;
- (b) The Question, with its punctuation;
- (c) The Command/Request (giving an order), with its punctuation;
- (d) The Exclamatory sentence with its punctuation.

Learning Activities:

Listen to instructor's presentation and demonstration of the different kinds of sentences presented individually.  
Compose statements, questions, commands/requests, and exclamatory sentences with appropriate punctuation: the period, the question mark, the exclamation mark.  
Do group work in composing four kinds of sentences and present work to class.  
Change each kind of sentence into another kind (e.g. change statement to a question).  
Do prepared exercises based on each lesson.  
Individually compose sentences of each kind based on various topics.

Resources:

Notepaper, pens, markers, large newsprint, handouts.

3. Other punctuation

Comma, colon, semi-colon, apostrophe, quotation marks.

Learning Activities:

Listen to instructor's presentation on the six main uses of the comma.

Compose sentences to demonstrate the uses of the comma.

Listen to instructor's presentation on the correct usage of the remaining punctuation.

Do group work exercises to provide practice in correct usage of all punctuation.

Do individual written exercises based on lessons taught.

Resources:

Textbook: pages 183 - 201, notepaper, pens, etc.

Various reinforcement exercises from Section 2, p. 255 - 371  
Handouts.

4. Parts of speech:

Nouns, verbs, pronouns, adjectives, adverbs, conjunctions.

Learning Activities:

Listen to instructor's presentation on recognition and correct usage of the individual parts of speech.

Class work in composing sentences demonstrating the various parts of speech.

Participate in class work to identify the parts of speech.

Participate in individual work using the parts of speech.

Resources:

Textbook: Section 1, pages 9 - 134

Section 3, pages 202 - 289

Reinforcement exercises from Section 2, p. 255 - 371.

Handouts, notepaper, pen, etc.

5. Parts of a sentence.

Subject, predicate (verb).

Listen to instructor's presentation on identification and use of a subject and predicate in a sentence.

Participate in various written activities using the subject and predicate.

Individual and group work involving subject and predicate.

Resources:

Textbook: pages 9, 71, 79, 83, 257(4 tests), 277.  
Handouts.  
Notepaper, pen, etc.

6. Contractions; Abbreviations.

Learning Activities:

Listen to instructor's presentations on identification and use of individual topics.  
Participate in group and individual activities involving the use of the individual topics.  
Compose sentences demonstration the use of each topic.

Resources:

Textbook: pages 154 -158; 301 - 302; 163 - 165; 363  
Handouts, notepaper, pen, etc.

7. Dictionary use.

Listen to instructor's presentation on the various uses of the dictionary.  
Examine the Gage Dictionary and identify the various parts that are commonly used.  
Participate in group discussion regarding the uses of a dictionary.  
Participate in group and individual activities to obtain practice in using a dictionary.

Resources:

Textbook: Section 4, pages 202 - 254.  
Handouts, notepaper, pen, etc.

8. Synonyms, Antonyms, Homonyms, Plurals.

Learning Activities:

Listen to instructor's presentations on the identification and use of the individual topics.  
Participate in group and individual activities that provide practice in locating, providing and using the individual topics.  
Use the thesaurus to locate and use the correct words.

Resources:

Handouts, thesaurus, dictionary, notepaper, etc.

9. Spelling.

Learning Activities:

Listen to instructor's presentations on the various ways to improve spelling, the basic spelling rules, and using electronic aids such as the computer and spell-checkers. Participate in individual and group activities to improve spelling.

Participate in a weekly spelling test using words provided in the textbook and others provided by the instructor.

Resources:

Textbook: pages 211 - 218 and 321 - 322.  
Handouts, notebook, pen, etc.

10. Sentence variety.

Simple, compound, complex.

Learning Activities:

Listen to instructor's presentations on constructing the individual types of sentences.

Participate in class activities to recognize, identify, and compose the different types of sentences.

Compose the different types of sentences based on various topics suggested by the teacher and students.

Resources:

Textbook: Part Three, pages 386 - 393.  
Handouts, notebook, pen, dictionary, thesaurus.

11. Writing short paragraphs.

- (a) The topic sentence; (b) Supporting sentences;
- (c) Concluding sentence

Learning Activities:

Listen to the instructor's presentations on developing a paragraph by starting it with a topic sentence, the importance of supporting sentences and how to develop them, and the importance of a concluding sentence and how to construct it.

Participate in group and individual written exercises that provide practice in developing a short paragraph.

Listen to instructor's presentation explaining how to make an outline and the reasons for an outline.

Participate in group and individual exercises that provide practice in constructing an outline.

Resources:

Textbook: pages 433, 434.

Handouts, notepaper, pen, dictionary, thesaurus.

V. REQUIRED STUDENT RESOURCES

The New Roget's Thesaurus, Norman Lewis, Ed.

Gage Canadian Dictionary, Gage Education Publishing Co.

Sentence Skills: A workbook for writers. Langan, John. Fifth Edition, Form C. McGraw -Hill Publishing.

Other resources will include handouts and Learning Assistance Center (LAC) materials.

Computer software may be accessed through the LAC.

VI. ASSIGNMENTS AND TESTING:

Students will receive on-going assessment.

VII. EVALUATION METHODS

Students will be assessed on the basis of assignments, comprehension and vocabulary tests, grammar and spelling tests, class participation, and final tests. ALL exams and tests must be done on the day and time specified. The penalty for late assignments is two(2) marks per day.

A final grade will be derived from the following:

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| 1. Written work assigned and graded (self-study) | 15% |
| 2. Word Comprehension and Vocabulary             | 25% |
| 3. Grammar                                       | 25% |
| 4. Spelling/Sentence writing                     | 25% |
| Attendance and Participation                     | 10% |

<b>TOTAL</b>	<b>100%</b>
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VIII. COLLEGE EVALUATION SYSTEM

Letter grades, for transcript purposes, will be calculated as follows:

90%	-	100%	=	A+
80%	-	89%	=	A
70%	-	79%	=	B
60%	-	69%	=	C
Less than 60%	=			R (Repeat of the course)

## IX. SPECIAL NOTES

\*\*\*Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodation confidentially with the instructor.

\*\*\*Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

\*\*\*It is the student's responsibility to inform the instructor if he/she must be absent when a test/exam has been scheduled.

\*\*\*The reason must be a serious one and proof may be required to validate the absence.

\*\*\*All students are expected to attend class regularly.