

PHILOSOPHY/GOALS (COURSE DESCRIPTION)

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

The successful student will receive credit equivalent to an English 120 credit. A student who has made substantial progress towards meeting 099 course goals but who requires more skill development will be assigned an "X" grade and reassignment is necessary.

Course Title: DEVELOPMENTAL ENGLISH

Code No.: ENG 099- 3

Program: VARIOUS SECOND SEMESTER POST-SECONDARY PROGRAMS

Semester: FIRST AND SECOND SEMESTER

Date: 1988-89

Author: LANGUAGE AND COMMUNICATION DEPARTMENT

New: \_\_\_\_\_ Revision: X

APPROVED: *N. Koch*  
Chairperson

*Aug. 29 / 88*  
Date

PHILOSOPHY/GOALS (COURSE DESCRIPTION)

The English 099 course aims at students achieving a standard of reading and writing skills appropriate for college students. However, the approach, teaching strategies, exercises, and assignments are structured to enable students who need intensive basic skills development rather than merely a review of fundamentals to achieve the course goals.

The successful student will receive credit equivalent to an English 120 credit. A student who has made substantial progress towards meeting 099 course goals but who requires more skill development will be assigned an "X" grade and required to complete the necessary development in an appropriate course.

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 final tests.

Letter grades will be assigned in accordance with the Language and Communication 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 must repeat it).
- "X" - **complete 099 objectives in an appropriate course** (The student must do more skill development to achieve 099 objectives.)

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. Prep for Better Reading by W. Royce Adams
2. Editing Your Writing-The Comp.lab Exercises, Level 2 by Mary Epes and Carolyn Kirkpatrick
3. Webster's New World Compact Dictionary (School & Office), Prentice Hall Press
4. 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).

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 material.
5. read and show vocabulary development at a level consistent with post-secondary work.

INSTRUCTIONAL METHODS

Classroom presentations, small group writing activities, directed readings and supervised reading programs may be used by the teacher to respond to student needs.

Teachers may require that writing assignments be completed in class on a computer. Students who miss initial instruction in using the computer for writing may be required to find suitable alternate instruction. Irregular attendance at computer-assisted writing classes may result in the assignment of an "R" grade early in the course.

TOPICS

\* NOTE: These topics sometimes overlap several areas of skill development and are not necessarily intended to be dealt with in isolated learning units or in the order below.

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

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

3. Sentence Patterns
4. Vocabulary Skills

- a) Using the dictionary
- b) Understanding words in context
- c) Expanding personal vocabulary

5. Reading and Writing Expository Material

- |                            |                   |
|----------------------------|-------------------|
| a) Process Analysis        | d) Classification |
| b) Comparison and Contrast | e) Description    |
| c) Cause and Effect        | f) Narration      |

6. Summary Writing
7. Learning Assistance Centre (L.A.C.)
8. Journal Writing
9. Final Testing

MAJOR ASSIGNMENTS AND TESTING (Refer also to Departmental Guidelines.)

1. **Writing**

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

2. **Fundamentals**

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

Since this course places particular emphasis on building skills through revision students may be permitted to revise final submissions for a maximum "C" grade.

**3. Learning Assistance Centre (L.A.C.)**

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

- a) achievement of 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).

**4. Final Testing**

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

**5. Participation**

Students are expected to attend classes, participate in class activities, and complete in-class assignments and quizzes. (10%)

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

TIME FRAME

Developmental English Eng. 099-3 involves six periods per week for fifteen weeks.

