

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

COURSE OUTLINE

Course Title: ADVANCED READING AND WRITING

Code No.: ENG 315-3

Program: SELECTED POST SECONDARY PROGRAMS

Semester: FOURTH

Date: WINTER 1987

Author: LANGUAGE AND COMMUNICATION SKILLS DEPARTMENT

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

APPROVED:

*A. Koch*  
Chairperson

JAN. 5, 1987  
Date

PHILOSOPHY/GOALS (COURSE DESCRIPTION)

This course is designed to engage the interests of students while fulfilling reading, writing, listening, speaking and problem-solving objectives at an advanced level. Students will examine contemporary writing, research-oriented publications, and other sources. Students will use Canadian sources and generate primary data wherever applicable. Students' written and oral presentations based on readings, research and classroom discussion will demonstrate their ability to identify problems and generate solutions. Emphasis will be placed on the development of students' independent learning skills persuasive communication of ideas.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on written proposals and reports, oral presentations, and classroom activities, including quizzes.

Letter grades will be assigned in accordance with the Language and Communication Skills Department guidelines.

The following grade symbols will be used in recording final grades:

- "A" - outstanding achievement.
- "B" - consistently above average achievement.
- "C" - satisfactory or acceptable achievement in areas subject to assessment.
- "R" - repeat (the student has not achieved the objectives of the course, and the course must be repeated).

TEXTBOOKS

Cetron, M. and O'Tool, T. Encounters With The Future: A Forecast of Life Into The 21st Century. McGraw Hill, 1983.

SUMMARY OF OBJECTIVES

Students will be able to successfully complete the following objectives:

1. research, organize information, write and speak about contemporary problems.
2. apply their skills in gaining access to information.
3. develop skills in problem-solving by applying analytical, extrapolative and creative thinking.
4. apply their critical reading skills as they examine the content, structure and style of their sources.
5. recognize bias in the information related to their research.
6. recognize and evaluate primary and secondary sources of data.
7. demonstrate an awareness of public attitudes by writing letters of inquiry and preparing surveys and interviews.
8. demonstrate skills in writing, editing and proofreading.
9. demonstrate oral communication skills through class presentations.
10. develop skills in constructive feedback by participating in peer evaluations of oral presentations.

INSTRUCTIONAL METHODS

After the general introduction, the course will cover topics through the processes of reading, analysing, writing and speaking.

The teacher will provide guidance in subject selection, teach research skills and methods, assign oral and written assignments, monitor student progress and evaluate presentations and projects.

MAJOR ASSIGNMENTS AND GRADING

Report Proposal	10%
Annotated Bibliography	5%
Summary Outline of Presentation	15%
Presentation Plan	5%
Formal Presentation	20%
Reviews and Reading Responses, including short orals	35%
Classroom Activity and Peer Evaluation	10%
	<u>100%</u>

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\* Assignments must be submitted in accordance with the Language and Communication Skills Department guidelines.

Due Dates:

<u>Week Starting</u>	<u>Assignment</u>
January 26	Critical Review
February 9	Proposal and Annotated Bibliography
March 16	Oral Presentation dates announced
March 23	Writing of Editorial Letter

Additional due dates for tests and presentations will be announced during the semester.

TIME FRAME

Advanced Reading and Writing ENG 315-3 involves two periods per week for seventeen weeks.

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