

PREREQUISITE

To register in English 315-3, the student must have successfully completed the 100- and 200-level English courses or their equivalents.

PHILOSOPHY/GOALS (COURSE DESCRIPTION)

This course helps students to fulfill reading, writing, problem-solving, speaking and listening objectives at an advanced level. Students will respond to situations presented in scenarios, case studies, or current affairs. They identify problems, and generate solutions supported by logical arguments. Students may respond in individual or small group oral presentations, and/or short written formats. Emphasis will be placed on independent learning skills and on persuasive communication of ideas.

METHOD OF ASSESSMENT (GRADING METHOD)

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

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

The following letter grades will be assigned as final grades in courses in the Language and Communication Department:

A+	Consistently outstanding	(90% - 100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat--The student has not achieved the objectives of the course and the course must be repeated.	(Less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

SUMMARY OF OBJECTIVES

1. Work individually and in groups to analyze problems, identify possible solutions, select the best options, and present logical persuasive arguments.
2. Develop skills in finding information through primary and secondary sources.
3. Recognize bias and manipulation in information. i.e.: (propaganda and advertising techniques, etc.).
4. Demonstrate assertive oral communications skills through presentations of a logical argument to a small group or class.

5. Develop ability to ask clear penetrating questions.
6. Demonstrate skills in writing, editing, and proofreading.
7. Develop skills in constructive feedback techniques, oral and written, by participating in peer evaluation of oral presentations.

TOPICS TO BE COVERED:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

- TOPICS:
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|----------------------------------|----------------------------|
| 1. Assertiveness | 5. Seminar presentation |
| 2. Inductive/deductive reasoning | 6. Report writing |
| 3. Syllogism and fallacy | 7. Constructive evaluation |
| 4. Propaganda | |

INSTRUCTIONAL METHODS

After the general introduction, the course will cover the objectives through the process of reading, analyzing, writing, and speaking, both formally and informally. The emphasis will be on reading, role playing and analyzing scenarios and problem cases.

The teacher will provide guidance in scenario and case analysis, teach problem solving techniques and methods, assign oral and written tasks, monitor student progress and evaluate presentations and projects.

DUE DATES

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

EVALUATION METHODS

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| 15% | Participation (10% class participation; 5% evaluation of oral presentations) |
| 20% | Oral presentation |
| 20% | Written report |
| 20% | In-class quizzes |
| 25% | Written assignments |

TIME FRAME

Advanced Reading and Writing (ENG 315-3) involves two periods per week for one entire semester.

