

M: Course Objectives / Learning Outcomes

Writing:

The aims of this course are for students:

1. To develop confidence and experience using the process of writing;
2. To augment experience and effectiveness at composing a variety of practical writing assignments;
3. To gain initial experience with forms of writing that promote the development of analytical and critical thinking;
4. To gain initial experience with the techniques and styles of essays and reports;
5. To improve awareness and control of the degrees of language formality suitable for different writing tasks;
6. To improve ability to make appropriate word choices;
7. To demonstrate growth in ability to create texts characterized by effective unity, organization and support;
8. To demonstrate growth in ability to convey feelings, ideas and opinions in appropriate written formats;
9. To demonstrate initial competency constructing multi-paragraph composition.

Reading

The aims of this course are for students:

1. To develop and practice effective strategies, skills, and approaches to reading that are directed at the improvement of comprehension of academic text;
2. To broaden and deepen general as well as content-specific knowledge in order to improve comprehension;
3. To demonstrate comprehension of text both orally and in written form;
4. To participate in group discussion and to work cooperatively in an academic setting.

N: Course Content:

Writing

Where appropriate, students will receive instruction concerning:

1. Strategies

- generating ideas and accessing information
- setting purpose and recognizing needs of the audience
- planning design and organizing material
- initial drafting techniques
- obtaining and handling feedback
- redrafting and editing
- proofreading and producing final copy

2. Standard Written Expression

- mechanics and punctuation (end marks, commas, apostrophes, quotation marks, semi-colons, and capital letters, etc.)
- usage errors (verb forms, agreement, inflections, pronoun reference, and fractured idioms, etc.)

3. Syntactic and Semantic Control

- sentence construction (simple, compound, complex, and compound-complex sentences)
- sentence variety (use of infinitive phrases, appositives, and other adjectival and adverbial constructions)
- avoidance of sentence errors (fragments, run-ons, faulty parallelism, dangling modifiers, etc.)
- use of abstract and specific language
- choice of appropriate words (formality, connotation, precision, etc.)

Reading

Students will receive instruction in the following areas, using reading materials selected from a variety of academic contexts and covering a range of topics:

1. Identifying main idea
2. Differentiating main ideas from supporting details
3. Drawing inferences and determining implications
4. Distinguishing fact from opinion
5. Identifying cause and effect
6. Recognizing author's tone, intent, and point of view
7. Paraphrasing
8. Making generalizations
9. Summarizing
10. Making comparisons and synthesizing ideas from different sources
11. Compiling a brief report based on a lengthy article or book
12. Critically evaluating ideas in text
13. Conducting library research
14. Participating in class discussion
15. Developing flexibility in reading speed
16. Using context to determine meaning
17. Making a short oral presentation

O: Methods of Instruction

Classroom instructional mode will vary with instructional goals. Lecture, large-group discussion, small-group discussion and learning activities, cooperative learning, and individual learning activities may be employed. Lab tutorial and scheduled individual appointment time will be available as appropriate. Student-directed learning outside of the classroom will also constitute a component of instruction.

P: Textbooks and Materials to be Purchased by Students

Students may also be required to purchase a textbook, coursepack, and/or computer disks.

Q: Means of Assessment

A mastery model of evaluation will be used. Progress will be monitored in an ongoing and cumulative fashion by the instructor, based on written and oral demonstrations of skill. Course credit will be granted on the basis of achievement of course objectives as demonstrated by satisfactory completion of course assignments. Satisfactory progress and undertaking of independent learning are expected. Specific feedback will accompany completed assignments, and more general feedback on progress will be provided periodically by the instructor as appropriate.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

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Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar