

M: Course Objectives / Learning Outcomes

The aims of the course are for students to:

Writing

1. develop knowledge of and experience using the processes of writing;
2. demonstrate competency with constructing multi-sentence paragraphs;
3. improve competency in constructing sentences;
4. improve awareness and control of the conventions of standard written English;
5. improve awareness and control of the degree of formality suitable for different writing tasks;
6. demonstrate growth in ability to produce written communication that expresses personal feeling and ideas;
7. demonstrate growth in ability to write for different purposes and for various audiences;
8. demonstrate initial competency with constructing multi-paragraph compositions;
9. use ideas and information from reading and discussion to inform composition.

Reading

1. develop specific strategies to improve reading comprehension;
2. enlarge vocabulary to fulfill reading needs;
3. increase background knowledge and develop critical awareness of current topics and concerns;
4. acquire an ability to present orally and in writing information obtained from reading;
5. develop strategies for critical analysis;
6. develop basic library, reference and research skills.
- 7.

N: Course Content:

Writing

Composing processes:

- generating ideas
- accessing information
- setting purpose
- recognizing audience's expectations
- organizing ideas
- planning design
- initial drafting
- obtaining feedback
- evaluating drafts and feedback
- redrafting and revising
- editing for errors
- producing final copy

Where appropriate, students will receive writing instruction in:

Grammatical structures:

- subject-verb sets
- fragments and run-ons
- simple, compound and complex sentences
- standard and irregular verb forms
- subject-verb agreement and consistent verb tense
- standard pronoun reference and agreement
- effective modifiers

Punctuation:

- capitals
- end punctuation
- commas
- quotation marks
- semi-colon, colon, hyphen, dash

Spelling

- effective spelling strategies such as phonics, structural analysis, generalizations, sight study
- common irregularly spelled words
- a dictionary and other spelling aids
- rules for adding affixes
- contractions, possessives

Reading**Literal**

- identification of subject/topic, main ideas, supporting details, and sequence

Interpretive

- reconstruction of the meaning intended by the writer
- categorization and classification
- summarization

Inferential

- synthesis – integration of experience and knowledge to gain new understanding and to predict

Critical

- recognition of comparison and contrast, cause/effect, outcome or sequence
- distinction between fact and opinion, logical and illogical
- identification of writer's point of view, tone, attitude and underlying assumptions
- development of critical thinking skills, i.e., appreciation, judgement, character analysis

Strategic

- setting purpose for reading
- previewing/surveying – initial overview of large sections of text (chapters, etc.)
- prereading – overview of shorter sections of text
- monitoring – evaluation of current level of understanding
- reflecting – evaluation of comprehension in retrospect

Discussion Skills

- critical listening
- paraphrasing
- summarizing
- respectful discussion

O: Methods of Instruction

A combination of different instructional methods will be used in order to balance instructional efficiency with individual student needs. Small group instruction, individual assistance (in lab tutorial or scheduled appointments) and student directed learning will be selected where appropriate and possible. Collaborative learning will be encouraged.

P: Textbooks and Materials to be Purchased by Students

Students may be required to purchase textbooks

Q: Means of Assessment

A mastery model of on-going evaluation will be used. A student will have completed the course when he/she has demonstrated through satisfactory completion of exercises and assignments that the course objectives have been achieved.

Progress will be monitored on a regular basis by the instructor in consultation with each student.

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