



# Grande Prairie Regional College

## Academic Upgrading Department

### Language Lab 0110 (0-0-4) Course Outline for Fall, 2009

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Office Hours	Half hour after classes.		

#### **Prerequisite(s)/corequisite(s)**

English 0110 is a corequisite. Also, note that both EN 0110 and LL 0110 are both prerequisites to EN 0120.

#### **Description**

This four hour per week course is “designed to help students develop writing skills including effective sentence patterns, accepted standards of grammar, punctuation, and word usage. A second focus is to improve reading comprehension strategies through vocabulary development and to learn the study skills necessary for academic success. A combination of classroom teaching and computerized learning will prepare the student for writing and reading high school level courses.” *GPRC 2009/2010 Calendar.*

This is a lab course. It involves daily classroom practice activities, exercises and compositions (some practice is online). There are frequent quizzes and tests to assess learning.

#### **Required Text and Materials**

Earle, Cynthia B. and Christine Zimmermann. (2003). *The Reading Writing Connection*. New York: Addison Wesley Longman Inc.

Alberta Employment and Immigration. (2007). *Advanced Techniques for Work Search*. (free publication)

Please note that the text is used for both EN 0110 and LL 0110.

Chapters 1 - 4 and 14 - 20 for LL 0110;

Chapters 5 -13 for EN 0110

Since there is no workbook with this course, please have a binder that can be divided into two sections –

Writing Skills

Word Study and Reading Practice

**Objectives**

Word Study and Reading Practice	Writing Skills
<ul style="list-style-type: none"> <li>• recognize the meaning of words in their context</li> <li>• adapt newly-learned words in various sentences</li> <li>• incorporate newly-learned words into sentence/paragraph compositions</li>   <li>• correctly use homophones (words with the same pronunciation) and homographs in compositions</li> <li>• identify and infer the meaning of words based on their prefixes and/or suffixes</li> <li>• differentiate between plural and possessive words</li> <li>• illustrate the correct use of the apostrophe in sentences and compositions</li> <li>• practice active reading by identifying literal and interpretative styles; recognizing tone; distinguishing between fact and opinion</li> <li>• identify the main ideas in paragraphs and longer selections and incorporate these concepts in a well-developed paragraph composition</li> </ul>	<ul style="list-style-type: none"> <li>• recognize parts of speech (especially subject and verbs) in sentences</li> <li>• apply principles to correct fragment and/or run-on sentences</li> <li>• identify and apply punctuation (comma, semicolon, colon) principles to sentence or paragraph compositions</li> <li>• recognize the structure and apply appropriate punctuation in simple, compound, complex and compound-complex sentences</li> <li>• incorporate sentence variety in compositions</li> <li>• identify and correct verb tense errors</li> <li>• identify and create subject-verb agreement in sentence/paragraph compositions</li> <li>• identify and correct errors in pronoun agreement and pronoun reference</li> <li>• identify and correctly use adjectives and adverbs</li> <li>• identify and correct misplaced and dangling modifiers</li> <li>• identify and apply punctuation rules (comma, semicolon, colon)</li> <li>• apply punctuation rules (comma, semicolon, colon) in sentence and paragraph compositions</li> <li>• identify and label the construct of a paragraph (topic sentence, developing details, closing sentence)</li> <li>• adapt paragraph format to compositions (briefly covered)</li> <li>• identify and label the construct of an essay (thesis sentence, developing details, conclusion)</li> <li>• adapt paragraph format to compositions (briefly covered)</li>   <li>• investigate the components and formats of electronic and paper resumés</li> <li>• identify employability skills and accomplishments</li> <li>• gather information to create a personal resumé</li> <li>• select and prepare an appropriate resume format</li> <li>• prepare a cover letter or email</li> </ul>

## Academic Upgrading Student Expectations

The Academic Upgrading Department is an adult education environment. As such, you are expected to show respect for one another, faculty and staff.

In addition to the “Student Rights and Responsibilities” as set out in the *GPRC Calendar*, the following guidelines will allow us to have an effective learning environment for everyone. Since some activities are disruptive to learning, I ask that you comply with the following:

- You are expected to be punctual. Arrive on time for class and remain for the duration of the class.
- During class, have your phone on vibrate mode and avoid texting.
- Refrain from unrelated and/or disruptive talking during class time.
- Be respectful of others regarding food or beverages in the classroom. Clean up your area and dispose of garbage. Recycle paper, bottles and cans in the appropriate containers.
- Your children are not permitted in classrooms.

Attendance is a requirement for academic success. If you miss more than 15 percent of classes per semester, you may be debarred from the final exam. It is your responsibility to notify me of any extenuating circumstances as they happen. I can usually make arrangements to accommodate occasional absences if I am notified.

As per the *GPRC Calendar*, you are responsible to “write tests and final examinations at the times scheduled by the instructor or the Office of the Registrar”.

Once I have handed back tests/assignments, there is **no** opportunity to write the test or to submit the missed assignment. You will be assigned a grade of zero.

No electronic devices will be allowed while writing LL 0110 tests or exams.

Although 50% is considered a pass in most courses, research and experience indicate that future academic success requires higher standards. Therefore, in Academic Upgrading we strongly recommend that you achieve 60% or better so that you will be successful at the next level.

## Group Learning

Learning is not a solitary activity; it is done in a social environment. The greater your participation and involvement, the greater your learning, and perhaps the more satisfactory the experience. Therefore, active participation is beneficial. You will have the opportunity to work with your classmates when completing practice or study exercises.

If you are absent due to medical or unforeseen circumstances and wish to be given the opportunity to write a test (or submit an assignment), there are specific requirements. **Make prior arrangements with me by phone or email.**

Only then will you be permitted to write or submit at a later date.

It is expected that you will write tests/quizzes the following day outside class time (usually in A205).

Collaboration has also been termed “co-laboring”. All learners benefit from collective activities and discussing assignments. Make a special effort to be involved and “co-labor” by providing ideas and valuable understanding to your classmates.

**“We are smarter than me.”**

However, tests and quizzes require individual effort.

### Submission of Assignments

The due dates for the many exercises and assignments will be provided in class. You are also responsible for completing assignments given on the days of your absence. Late assignments will be accepted (with 5% per day penalty) for up to four days unless prior arrangements have been made.

If you have extenuating circumstances and require a slight extension on an exercise or assignment, you will need to make prior arrangements with me.

Grande Prairie Regional College “expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat ... [therefore] the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating” (from the *GPRC Academic Policy – Student Misconduct*, 2006).

Plagiarism includes submitting copied work as one’s own as well as allowing another person to copy, thus enabling that person to commit plagiarism. So while you may work together, you must make certain to submit your own work.

Students in LL 0110 found to be “intellectually dishonest” on assignments or tests will receive a grade of zero. This may be permanently placed in the student’s College file. Repeat violations will result in expulsion from the course. If you wish to obtain further information, refer to the Academic Policy titled *Student Misconduct: Plagiarism and Cheating* that can be accessed through the College’s website.

### Grading Criteria:

Class Work and Written Assignments	<b>45%</b>
Tests and Quizzes	<b>25%</b>
Final Exam	<b>30%</b>

**There is no mid-term**

In accordance with Academic Upgrading Guidelines, your percentage standing will be converted to the following alpha system:

<b>A+</b> (90-100)	<b>A</b> (85-89)	<b>A-</b> (80-84)
<b>B+</b> (76-79)	<b>B</b> (73-75)	<b>B-</b> (70-72)
<b>C+</b> (67-69)	<b>C</b> (64-66)	<b>C-</b> (60-63)
<b>D+</b> (55-59)	<b>D</b> (50-54)	<b>F</b> (0-49)

## Course Concepts and Tentative Schedule

Writing Skills	References	Word Study	References
<b>September, 2009</b>			
Parts of Speech (nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections)	<i>The Reading Writing Connection</i> , Ch 14 (p 201 – 208)	Introduction to Vocabulary Study <b>Reading 1</b> - “ Learning to Read” by Malcolm X	<i>The Reading Writing Connection</i> p. 46 <i>The Reading Writing Connection</i> , Ch 19 (p 228 – 232)
Identifying Parts of Speech in Sentences	Supplementary Practice	Problem Words (homophones and homographs)	Supplementary Material and Practice
Building Sentences (subjects and verbs)	Supplementary Practice	Word Beginnings and Endings	
Punctuation – COMMA	<i>The Reading Writing Connection</i> , Ch 17 (p 219 – 222)  Supplementary Practice	<b>Reading 2</b> - “Turn Off the TV Before It Ruins Us” by David Nyhan	<i>The Reading Writing Connection</i> p. 6
<b>October, 2009</b>			
Sentence Fragments	<i>The Reading Writing Connection</i> , Ch 15 (p 209 – 213) and Ch 18 (p 225 – 227)  Supplementary Practice	More Problem Words (apostrophes, plurals and possessives)	<i>The Reading Writing Connection</i> , Ch 17 (p 222 – 223)  Supplementary Practice
Punctuation – SEMICOLON	<i>The Reading Writing Connection</i> , Ch 17 (p 219 – 222)  Supplementary Practice		
Run-on Sentences	<i>The Reading Writing Connection</i> , Ch 15 (p 209 – 213)  Supplementary Practice	<b>Reading 3</b> -- “Poverty” by George Orwell	<i>The Reading Writing Connection</i> p. 27

Sentence Patterns (simple, compound, complex, compound-complex)	<i>The Reading Writing Connection</i> , Ch 15 (p 209 – 213) Supplementary Practice	<b>Reading 4</b> - “In Defense of Splitting Up” by Barbara Ehrenreich	<i>The Reading Writing Connection</i> p.61
Writing Paragraphs	<i>The Reading Writing Connection</i> , Ch 8 (p 91 – 93) Writing Practice		
<b>November, 2009</b>			
Sentence Variety	Supplementary Material and Writing Practice	<b>Reading 5</b> – “Custom Made” by Tara Parker-Pope	<i>The Reading Writing Connection</i> p. 119
Irregular Verbs	Supplementary Material and Practice		
Subject-Verb Agreement	Supplementary Material and Practice		
Adjectives and Adverbs	Supplementary Material and Practice		
Pronoun Problems	<i>The Reading Writing Connection</i> , Ch 16 (p 214 – 218)		
Modifiers	Supplementary Material and Practice	<b>Reading 6</b> – “Who Wins? Who Cares?” by Mariah Burton Nelson	<i>The Reading Writing Connection</i> , p 159
From Paragraphs to Essays	Writing Practice		
The Resumé	<i>Advanced Techniques for Work Search</i>		
<b>December, 2009</b>			
The Resumé (continued)	<i>Advanced Techniques for Work Search</i>		
Review, review, review	Review Package		