



DEPARTMENT OF ACADEMIC UPGRADING

COURSE OUTLINE – LANGUAGE LAB 0110

Fall 2010

INSTRUCTOR: Joan Godbout

PHONE: 780 539-2727

OFFICE: B301B

E-MAIL: jgodbout@grpc.ab.ca

OFFICE

HOURS: Half an hour after class

PREREQUISITE(S)/COREQUISITE:

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

REQUIRED TEXT/RESOURCE MATERIALS:

Making the Learning Connections in Language Lab 0110. (2010). Material prepared and assembled by Joan Godbout which is available in the GPRC Bookstore.

CALENDAR 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 effective reading strategies necessary for academic success. A combination of classroom teaching and computerized learning will prepare the student for writing and reading and high school level courses.” *GPRC Website.*

CREDIT/CONTACT HOURS:

Fours per week – Monday, Tuesday, Thursday, Friday

DELIVERY MODE(S):

This is a lab course which has two parts: **Writing Skills** and **Word Study**. The course involves daily classroom practice activities, exercises, online practice, and compositions. There are frequent quizzes and tests to assess 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 and/or study exercises.

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

“We are smarter than me.”

OBJECTIVES:

Writing Skills

- recognize parts of speech (especially subject and verbs) in sentences
- apply principles to correct fragment and/or run-on sentences
- identify and apply punctuation (comma, semicolon, colon) principles to sentence and/or paragraph compositions
- recognize sentence structure and apply appropriate punctuation in simple, compound, complex and compound-complex sentences
- incorporate sentence variety in compositions
- identify and correct verb tense errors
- identify and create subject-verb agreement in sentence/paragraph compositions
- identify and correct errors in pronoun

Word Study

- recognize the meaning of words in their context
- adapt newly-learned words in various sentences
- incorporate newly-learned words into personal sentence/paragraph compositions
- correctly use homophones (words with the same pronunciation) in compositions
- identify and infer the meaning of words based on their prefixes and/or suffixes
- differentiate between plural and possessive words
- correctly use of the apostrophe (especially possessive nouns) in sentences and compositions
- practice active reading by identifying literal and interpretative styles; recognizing tone; distinguishing between fact and opinion

- agreement and pronoun reference
- identify and correctly use adjectives and adverbs
- identify and correct misplaced and dangling modifiers
- identify and label the construct of a paragraph (topic sentence, developing details, closing sentence)
- adapt paragraph format to longer compositions
- identify and label the construct of an essay (thesis sentence, developing details, conclusion)
- identify the main ideas in paragraphs or longer selections and incorporate these concepts in a well-developed paragraph composition

TRANSFERABILITY:

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 C or better so that you will be successful at the next level.

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.

GRADING CRITERIA:

Class Work and Written Assignments	45%
Tests and Quizzes	25%
Final Exam	30%

There is no mid-term

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

A+ 90-100	A 85-89	A- 80-84
B+ 77-79	B 73-76	B- 70-72
C+ 67-69	C 63-66	C- 60-62
D+ 55-59	D 50-54	F 0-49

EXAMINATIONS:

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 for you 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.

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**.

Your final exam will be scheduled by the Registrar’s Office between December 9 and 18, 2010.

STUDENT RESPONSIBILITIES:

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.

STATEMENT ON PLAGIARISM AND CHEATING:

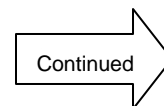
Grande Prairie Regional College “expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat ... [therefore] the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating”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

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. According to College policy, 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.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Writing Skills	Course Pack <i>Making the Learning Connections in Language Lab 0110</i>	Word Study and Reading Practice	Course Pack <i>Making the Learning Connections in Language Lab 0110</i>
September 2010			
Eight Parts of Speech Making a Sentence with the Eight Parts of Speech The Construction of a Sentence Finding the Verbs Adjectives Adverbs	Section #1 – 8 (p 1 – 16)	“Learning to Read” by Malcolm X	Section # 25 (p 84 – 91)
		Vocabulary Study and Problem Words -- Homophones	Section # 26 (p 92 – 101)
Making Sense of Sentences – Avoiding Sentence Fragments	Section # 9 (p 17 - 18)	Word Beginnings and Endings -- Prefixes and Suffixes Chapter s 1 & 2	Section # 27 (p 102 – 110)
The Comma	Sections # 10 - 11 (p 19 -27)		



October 2010			
The Semicolon and a Little About the Colon	Sections # 12 - 13 (p 28 – 33)	Word Beginnings and Endings -- Prefixes and Suffixes Chapters 3 & 4	Section # 27 (p 111 – 122)
Correcting Run-on Sentences	Section # 14 (p 34 – 40)	“Choice, Not Chance, Determines Your Destiny” by Burke Hedge	Section # 28 (p 123– 130)
Transition Words to Improve Your Compositions Sentence Patterns -- simple, compound, complex, compound-complex	Sections # 15 – 16 (p 41 – 43)		
Writing a Paragraph – A Sample and Some Practice	Section # 17 (p 44 – 46)	Vocabulary Study and More Word Problems (Plural and Possessive Nouns)	Section # 29 (p 131– 136)
November 2010			
Sentence Variety Makes for Great Writing	Section # 18 (p 47– 54)	Humpty Dumpty Can't Get Up by Gina Mallet	Section # 30 (p 137– 152)
Irregular Verbs	Section # 19 (p 55 – 59)	“Reflections on his Days in Poverty” by George Orwell	Section # 31 (p 153– 161)
Subject-Verb Agreement	Section # 20 (p 60 – 64)		
Pronoun Problems	Section # 21 (p 65 – 71)		
Modifiers (Descriptors)	Section # 22 (p 72 – 78)		
From Paragraphs to Essays	Section # 23 (p 79 – 80)		
December 2010			
Editing Practice	Section # 24 (p 81 – 83)	Vocabulary Study by Learning to Use a Thesaurus	Section # 31 (p 153– 161)
Review, review, review	online practice		