



## DEPARTMENT OF ACADEMIC UPGRADING

### COURSE OUTLINE – WINTER 2013

**LL 0110 LANGUAGE LAB 4 (0-0-4) HS**

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OFFICE HOURS: **Half an hour before or 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.* (Winter 2013). This material prepared and assembled for this course by Joan Godbout. It 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:** Four hours per week (Monday, Tuesday, Thursday and Friday).

**DELIVERY MODE(S):** This is a lab course which has two parts: **Writing Skills** and **Word Study**. The course material is contained within the course pack which includes notes and examples as well as practice and composition activities.

In addition, this course makes extensive use of *Moodle* to check course pack answers, to access online practice activities, and to submit compositions for assessment. Once marked, composition and test marks are updated using *Moodle's* grades feature.

## OBJECTIVES:

Writing Skills	Word Study
<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 and/or paragraph compositions</li><li>• recognize sentence structure and apply appropriate punctuation in simple, compound, and complex sentences</li><li>• recognize that there is several methods available to correctly construct the same sentence</li><li>• incorporate sentence variety in compositions</li><li>• identify and correct verb tense errors</li><li>• identify and create subject-verb agreement</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 label the construct of a paragraph (topic sentence, developing details, closing sentence)</li><li>• adapt paragraph format to longer compositions</li><li>• identify and label the construct of an essay (thesis sentence, developing details, conclusion)</li></ul>	<ul style="list-style-type: none"><li>• recognize the meaning of words in their context</li><li>• adapt newly-learned words to various sentences</li><li>• incorporate newly-learned words into personal sentence/paragraph compositions</li><li>• correctly use homonyms/homophones in all compositions</li><li>• identify and infer the meaning of words based on their prefixes and/or suffixes</li><li>• differentiate between plural and possessive nouns</li><li>• correctly use of the apostrophe (especially possessive nouns) in sentences and compositions</li><li>• practice active reading by identifying literal and inferred meanings; recognizing tone; distinguishing between fact and opinion</li><li>• identify the main ideas in paragraphs (and a few longer selections); summarize these ideas in a well-developed composition</li><li>• read articles with understanding for the purpose of summarizing the key ideas of the message</li><li>• make an outline which includes the main ideas of an article, with a few supporting details</li><li>• organize and summarize the main ideas of an article into a well-structured composition that includes an opening, several supporting details, transitional devices, sentence variety and a closing</li></ul>

**ADDITIONAL COURSE OBJECTIVES:**

As a student, you will be expected to develop positive technical skills which will serve you well in future courses; these include:

- regularly checking *Moodle* for the week’s schedule and assignment or test dates
- checking *Moodle*, especially when you absolutely need to be absent, and completing exercises and assignments on time
- preparing assignments using a word processing program
- correctly submitting assignments electronically using *Moodle*

**TRANSFERABILITY:** Although 50% is considered a pass in most courses, research and past experience indicate that future academic success requires higher standards. Therefore, in Academic Upgrading we strongly recommend that you achieve a **C** (65%) 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 exam.

GRANDE PRAIRIE REGIONAL COLLEGE							
GRADING CONVERSION CHART							
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation	Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A <sup>+</sup>	4.0	90 – 100	EXCELLENT	C <sup>+</sup>	2.3	67 – 69	SATISFACTORY
A	4.0	85 – 89		C	2.0	63 – 66	
A <sup>-</sup>	3.7	80 – 84	FIRST CLASS STANDING	C <sup>-</sup>	1.7	60 – 62	
B <sup>+</sup>	3.3	77 – 79	GOOD	D <sup>+</sup>	1.3	55 – 59	MINIMAL PASS
B	3.0	73 – 76		D	1.0	50 – 54	
B <sup>-</sup>	2.7	70 – 72		F	0.0	0 – 49	FAIL
				WF	0.0	0	FAIL, withdrawal after the deadline

**EVALUATIONS:** Based on GPRC policy, you are responsible to “write tests and final examinations at the times scheduled by the instructor or the Office of the Registrar”.

Your final exam will be set by the Registrar on one of these dates: **April 18 to 29, 2013.**

For your class, a weekly schedule will be available on *Moodle*; you will be given ample notice of tests both in class and through the weekly schedule.

If you know that you will need to be away for a test, make arrangements with me to write either before or after the group. If you must be absent due to medical or unforeseen circumstances, you will also need to make arrangements with me as well as write the test **before** it is returned to other students.

Once you have made arrangements, the test will be available in the **Testing Room (A205)** for a short period of time (usually a day or two). You are expected to make arrangements with Testing Room staff and to write outside class time.

Again, after I have handed back a test, there is no opportunity for you to write it, but I will make other arrangements for you to recoup some of these marks. There is a “make-up/bonus” assignment that will be distributed near the end of the course; you may choose to gain some marks by doing this.

**STUDENT RESPONSIBILITIES:** Attendance is a requirement for academic and career success. Attend class unless completely unavoidable. If you are ill and could make others sick, you have reason to be away. Not feeling 100 percent is not an excuse.

If I need to be away, I will let you know either in class or electronically through *Moodle*. I will make arrangements for you to continue course work by providing activities/assignments so we do not fall behind in our course work. Likewise, if you need to be away, I expect you will make arrangements with me so I may help you. It is also expected that while you are away, you will work on assignments and be ready for quizzes. It is your responsibility to check the schedule on *Moodle*, and do not let yourself fall behind.

If you need assistance or extra time completing course material, it is your responsibility to let me know as soon as possible. Late submission of assignments will be subject to deduction of 5 percent/day ONLY until the corrected assignments are returned (that is, unless prior arrangements were made). Unfortunately, late submissions will not be accepted after marked assignments have been returned.

In addition to the “Student Rights and Responsibilities” as set out in *GPRC Policies*, the following guidelines will allow us to have an effective learning environment for everyone.

- I will start classes on time; similarly, arrive on time, be ready to work, and remain for the duration of the class.
- Some activities are disruptive to teaching and learning, so during class, have your phone on silent mode and no texting.
- Many learners prefer a quiet learning/working atmosphere, so 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.

**PRINTING POLICY:** Each student will have a printing account established with a credit balance at the beginning of each course. Student printing is charged from this account at a cost of \$0.10 per sheet (each sheet represents 2 pages, when printed double-sided). Equivalently, printing is charged at \$0.10 per page, with a 50% discount when printing double-sided.

**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*). If you wish to obtain further information, refer to GPRC’s Academic Policy titled *Student Misconduct: Plagiarism and Cheating*.

<http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

Plagiarism includes submitting copied work as your 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. As an additional caution, be aware that copying even a short passage is plagiarism.

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Writing Skills	Course Pack	Word Study and Reading Practice	Course Pack
<b>January 8 - 31, 2013</b>			
1. Eight Parts of Speech 2. Making a Sentence 3. Parts of Speech Chart 4. The Construction of a Sentence 5. Finding the Verbs 6. Adjectives 7. Adverbs 8. Exercises for Adjectives and Adverbs	pages 1 - 17	25. "Learning to Read" by Malcolm X	pages 85 - 92
9. Making Sense of Sentences – Avoiding Sentence Fragments	pages 17 - 18	26. Problem Words	pages 93 - 102
<b>February 1 – 28, 2013</b> (Winter Break February 18 to 22)			
10. The Comma – Three Rules 11. The Comma – Three More Rules	pages p 20 - 28	30. Plural and Possessive Nouns	pages 133 - 138
12. The Semicolon and a Little About the Colon 13. Practice Using Semicolons and Colons	pages 29 - 34		
14. Correcting Run-on Sentences	pages 35 - 41	28. "Choice, Not Chance, Determines Your Destiny" by Burke Hedge	pages 124 - 129
16. Sentence Patterns (simple, compound, and complex sentences)	pages 43 - 44		

<b>March 1 - 28, 2013</b>		<b>(Good Friday March 29)</b>	
17. Writing a Paragraph – A Sample and Some Practice	pages 45 - 47	29. Using the Thesaurus to Add Variety to Your Writing	pages 130 – 132
15. Transition Words to Improve your Compositions	page 42		
18. Sentence Variety Makes for Great Writing	pages 48 - 55	27. Prefixes and Suffixes Chapters 1 – 4	pages 103- 123
19. Irregular Verbs	pages 56 - 60	31. “Humpty Dumpty Can’t Get Up” by Gina Mallet	pages 139 - 151
20. Subject-Verb Agreement	pages 61 - 65		
21. Pronoun Problems	pages 66 - 72	31. (continued) Learning to Summarize	pages 152 - 154
<b>April 1 - 16 , 2013</b>		<b>There <u>are</u> classes on Monday, April 1 (Final Exams April 18 - 29, 2013)</b>	
22. Modifiers (Descriptors)	pages 73 - 79	32. Check How Well You Understand What You Read  The 13 <sup>th</sup> (an excerpt) Food Deserts and Supermarket Chains	pages 155 - 160
23. From Paragraphs to Essays	pages 80 - 81		
24. Review – Finding Errors in Paragraphs	pages 82 - 84	33. From Rags to Riches Composition	pages 161 - 163
Appendix Assessment Rubrics for Hand-in Composition Exercises		pages 164 – 172	