

**APPLIED ARTS DIVISION  
Academic and Skill Development  
Fall, 2017**

**COURSE OUTLINE**

**ESL 050**

**Academic Reading and Writing Skills**

**112.5 HOURS  
3 CREDITS**

**PREPARED BY: Mary McCaffery, M.Ed.**

**DATE: March 31, 2016**



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**ACADEMIC AND SKILL DEVELOPMENT**  
**ESL 050 Academic Reading and Writing Skills**  
**3 Credit Course**  
**Fall, 2017**

**ESL 050**

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<b>INSTRUCTOR:</b> Brent Langbakk	<b>OFFICE HOURS:</b> Wed 9:00-10:00am
<b>OFFICE LOCATION:</b> A2302	<b>CLASSROOM:</b> A2305
<b>E-MAIL:</b> blangbakk@yukoncollege.yk.ca	<b>TIME:</b> 10:30-12:00
<b>TELEPHONE:</b> 668-8742	<b>DATES:</b> Sept. 6 - Dec. 15

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**COURSE DESCRIPTION**

In this course, advanced ESL students will develop the foundational reading and writing skills to think critically and function effectively in academic programming. While acquiring composition skills at the sentence, paragraph, and essay level, they will write using a variety of rhetorical modes. Plagiarism will be discussed, and research skills, along with proper citation guidelines, will be taught. Furthermore, students will engage with, and understand, textual and graphical information in various formats, and learn how to assess reading content in terms of accuracy, authority, and relevance. Finally, through independent novel study, students will progress from a personal interaction with a story, to an interaction rooted in a beginning level of literary analysis.

In addition to the development of reading and writing skills, students will improve their listening and speaking skills through structured group work and class discussion.

**PREREQUISITES**

Completion of ESL 030 or appropriate score on placement test.

**EQUIVALENCY OR TRANSFERABILITY**

Please refer to the B.C. Transfer Guide (available as a link on the online course page) for the most up-to-date information on course transferability. If you have questions about course transferability, contact the School of Academic and Skill Development.

## LEARNING OUTCOMES

Upon successful completion of the course, students will be able to demonstrate the following:

### Critical and Creative Thinking

- recall and interpret information (identify subject/topic, main ideas, supporting ideas, and sequence)
- summarize information
- make inferences
  - using prior knowledge
  - identifying purpose and audience
  - evaluating information for accuracy, relevance, and importance
  - recognizing underlying assumptions (bias and tone) synthesizing information
- compare and contrast
- classify
- define
- draw conclusions
- respond to information (create solutions, identify impact of solutions, modify solutions)
- identify and discuss examples of fact and opinion

### Speaking and Listening

- ask questions to clarify meaning
- demonstrate effective listening skills and respond appropriately to listener feedback
- effectively use voice and body language
- provide useful input and feedback in a variety of situations (peer editing, group discussion, classroom participation)
- respond appropriately to thoughts, opinions, and work of others
- paraphrase ideas
- deliver an effective oral presentation to inform or persuade

### Reading, Research, Reference

- use context clues and word structure analysis (prefix, suffix, root) to determine meaning
- use a dictionary and a thesaurus to expand vocabulary and to learn homonyms, antonyms and synonyms
- use in-book reference tools (index, table of contents, glossary)
- use skimming and scanning techniques
- read to locate specific information
- recognize point of view, illogical argument, fallacies, stereotypes, bias and propaganda
- use variety of reference materials

- develop note-taking skills
- develop research skills (internet and library catalog searches)
- critically evaluate, make inferences, and draw conclusions

#### Written Communication

- use the steps of the writing process (prewrite, outline, draft, revise, edit)
- write paragraphs and essays in a variety of rhetorical modes including exposition and persuasion
- write a summary
- adjust content and style of writing to suit purpose, audience, and situation
- revise and edit work to improve content, organization, word choice, phrasing, grammar, sentence and paragraph structure, spelling, and punctuation
- recognize and edit for clichés, jargon, slang, and wordiness
- use complex and compound sentence structures
- use parallel constructions and correct misplaced or dangling modifiers
- develop advanced spelling strategies
- write a review of a book, movie, play, television program, documentary, piece of music, or other non-print material
- write paragraphs and essays on demand
- identify, discuss, and evaluate literary elements (plot, theme, character, setting, conflict)
- analyze and respond to editorial comment, magazine articles, technical or investigative writing, or advertising
- gather, evaluate, and organize information into a research assignment using appropriate documentation (MLA or APA)
- understand and avoid plagiarism

#### Co-operative Communication

- establish co-operative working relationships with others
- recognize and respect diversity and individual differences
- recognize non-verbal cues
- problem-solve
- challenge assumptions constructively

#### Media Literacy

- identify and track a theme, topic, or specified content from a variety of media
- interpret common graphics (graphs, charts, tables)
- critique a variety of media messages

#### Computer Literacy

- use computer programs to create, edit, and publish ► format assignments appropriately

- use electronic communication

### Creative Writing

- write a creative piece (poetry, blog, journal, story)

## COURSE FORMAT

Classes will cycle through a similar pattern of lecture - work alone - work with peers. To help students get started with their homework, and to clarify any confusion, writing assignments will often be started in class, but the bulk of the work will take place outside of class. Students should expect to spend 6-10 hours on written homework, group work, and assignments.

## ASSESSMENTS

### Attendance & Participation (10%)

Students will be graded on overall attendance and participation.

### Writing Assignments (10% x 4)

Students will submit 4 major writing assignments.

### Final exam (20%)

Students will write a comprehensive final exam.

### Warm-up assignments (5% x 4)

Students will complete smaller assignments as preparation for the larger assignments. This will give the students an opportunity to receive feedback and to ensure they are on track before completing the main assignments.

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### Novel Study (10%)

Each week, students will write reflection in the form of a single paragraph response to a guiding question. These responses will be handed in at the end of each module for assessment.

## REQUIRED TEXTBOOKS AND MATERIALS

Williams, J. (2012) *Learning English for Academic Purposes: Reading and writing (2nd ed.)*. Montreal: Pearson.

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

[http://www.yukoncollege.yk.ca//downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## **WRITING CENTRE**

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in Academic Support Centre, the Writing Centre offers writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: [www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre).