

## **AFL 100, Foundational English Language Arts**

*12 Credits, 168 hours lecture*

Through the integration of the six language arts: reading, writing, speaking, listening, viewing, and representing, this course prepares students for reading and writing in academic settings. The course builds students' spoken and writing vocabulary; writing in context (grammar and spelling); critical reading, comprehension, and research skills. Students are exposed to a variety of print and oral texts as well as visual media.

### **Instructor**

Instructor Name: **Nancy Fitzgerald**

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### **Office Hours**

Monday - Tuesday 12:00pm – 1:00pm and 3:00pm – 4:00pm

Thursday 3:00pm – 4:00pm

Friday: by appointment only

### **Hours of Instruction**

Monday to Thursday 9:00am – 12:00pm (Room CC220)

### **Required Resources**

#### **Ten Steps to Improving College Reading Skills**

John Langan, 7<sup>th</sup> edition

Townsend Press © 2020

ISBN# 978-59194-566-6

#### **English Essentials**

John Langan and Beth Johnson

Townsend Press © 2005

ISBN # 1-59194-022-2

#### **Groundwork for A Better Vocabulary 5<sup>th</sup> Edition**

Eliza Comodromos and Paul Langan

Townsend Press, Inc. © 2019

ISBN # 978-1-59194-556-7

#### **Novel – White Noise**

Delillo, Don

Viking Penguin Inc., 1985

ISBN # 01400.7707 2

**Course Outcomes**

Upon successful completion of the course, the student shall be able to:

- Revise understanding and expression of ideas by connecting new and prior knowledge and experiences
- Talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view
- Review, reread, discuss, and reflect on oral, print and other media texts to explore, confirm, or revise understanding
- Extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts
- Develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print, and other media texts
- Acknowledge the value of ideas and opinions of other in exploring and extending personal interpretations and perspectives
- Exchange ideas and opinions to clarify understanding and to broaden personal perspectives
- Use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts
- Enhance understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages.
- Use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently
- Apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts
- Use reference materials, including a writer's handbook, to verify correct usage, address uncertainties and solve problems that arise
- Experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, nonfiction, essays, broadcast advertisements, novels, documentaries, films, electronic magazines and realistic fiction
- Identify and discuss theme and point of view in oral, print, and other media texts
- Interpret the choices and motives of characters portrayed in oral, print, and other media texts, and examine how they relate to self and others
- Discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts
- Identify ways that characters can be developed, and discuss how character, plot, and setting are interconnected
- Evaluate the effectiveness of different types of media texts for presenting ideas and information
- Compare the development of character, plot and theme in two oral, print or other media texts
- Identify creative uses of language and visuals in popular culture, such as commercials, rock videos and magazines; explain how imagery and figurative language create a dominant impression, mood, and tone
- Create oral, print, and other media texts related to issues encountered in texts and in own life
- Acknowledge the value of ideas and opinions of other in exploring and extending personal interpretations and perspectives
- Exchange ideas and opinions to clarify understanding and to broaden personal perspectives
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- Compare the development of character, plot and theme in two oral, print or other media texts
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- Create oral, print, and other media texts related to issues encountered in texts and in own life
- Experiment with several ways to focus a topic, and select a form appropriate to audience and purpose
- Select the most appropriate information sources for topic, audience, purpose, and form
- Select information sources that will provide effective support, convincing argument or unique perspectives
- Distinguish between primary and secondary sources, and determine the usefulness of each for research purposes
- Develop and use criteria for evaluating the usefulness, currency, and reliability of information for a particular research project
- Organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship
- Use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources
- Communicate ideas and information in a variety of oral, print and other media texts
- Share draft, oral, print, and other media texts in a way that will elicit useful feedback
- Work collaboratively to make appropriate revisions based on feedback provided by peers
- Revise and edit all sections of work
- Choose an effective format for documents, depending on the content, audience, and purpose
- Use words and phrases to modify, clarify, and enhance ideas and descriptions in own writing
- Use a variety of simple, compound, and complex sentence structures to communicate effectively, and to make writing interesting
- Demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing
- Apply the rules of capitalization and punctuation to own writing
- Select, organize and present information to appeal to the interests and background knowledge of various readers or audiences
- Plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications
- Compare own with others' understanding of people, cultural traditions and values portrayed in oral, print, and other media texts
- Clarify and broaden perspectives and opinions, by examining the ideas of others
- Create or use oral, print, and other media texts in ways that are respectful of people, opinions, communities, and cultures
- Contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others

- Contribute ideas, knowledge, and strategies to identify group information needs and sources
- Establish and use criteria to evaluate group process and personal contributions

### Evaluation

Weekly journal vocabulary/writings	<b>10%</b>
Module assignments	<b>10%</b>
Module tests	<b>10%</b>
Computer Lab assignments	<b>10%</b>
Short Story assignment/Poetry assignment	<b>10%</b>
Novel study	<b>15%</b>
Mid term exam	<b>15%</b>
Final exam	<b>20%</b>
<b>Total</b>	<b>100%</b>

### Grading System

<b>Descriptor</b>	<b>4.0 Scale</b>	<b>Percent</b>
	4.0	96 – 100
Excellent	4.0	90 – 95
	3.7	85 – 89
	3.3	81 – 84
Good	3.0	77 – 80
	2.7	73 – 76
	2.3	69 – 72
Satisfactory	2.0	65 – 68
<b>Minimum Prerequisite</b>	1.7	60 – 64
Poor	1.3	55 – 59
Minimum Pass	1.0	50 – 54
Failure	0.0	0 – 49

*The minimum pre-requisite for progression is 1.7*

**Proposed Schedule of Topics****Module 1: January 6<sup>th</sup>-16<sup>th</sup>****LANGUAGE USAGE/GRAMMAR**

- Identify and define common; prefixes and suffixes, root and compound words, synonym, antonym, homonym, singular and plural form of words, contractions
- Parts of speech

**Module 2: January 20<sup>th</sup>- January 24<sup>th</sup>****CAPITALIZATION and PUNCTUATION**

- Rules for capitalization
- Comma use
- Run-ons and comma splices
- Apostrophe and question marks

**Module 3: January 27<sup>th</sup> - January 30<sup>th</sup>****SENTENCE STRUCTURE**

- Define a sentence, sentence fragments
- 4 types of sentences
- Parallelism
- Misplace and dangling modifiers
- Subject and verb agreement

**Module 4: February 3<sup>rd</sup> – February 24<sup>th</sup>****WRITING COMPETENCIES**

- Weekly vocabulary
- Weekly journal writing; free writing and response writing
- Paragraph writing; parts of a paragraph
- 3 types of writing
- Steps in the writing process; prewriting skills, revising, editing, proof reading, final copy
- 5 paragraph essay writing
- MLA writing format and plagiarism

**Module 5: February 24<sup>th</sup> – April 10<sup>th</sup>****READING COMPETENCIES**

- Understanding parts of a book
- Reading skills; previewing and predicting, authors purpose and main idea, making inferences, sequencing, finding details, skimming, scanning, identifying fact and opinion, using context clues, summarizing
- Vocabulary
- Reading strategies; mapping a story, webbing, graphic organizers, KWL, W5+H,
- Different types of reading resources; news articles, maps, editorials, multi-media resources, ie: YouTube, social media
- Short story reading and comprehension
- Poetry reading and comprehension
- Novel study
- Reading strategies and skills

\*\* Final exam date week April 14-22<sup>nd</sup>, date to be announced (Please be advised travel accommodations will not be allowed.

**Please Note:** Date and time allotted to each topic is subject to change.

## Performance Requirements

### Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

### Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

### Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

## Specialized Supports

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre, Wellness Services and Student Life Department work together to support student success at Keyano College.

**Accessibility Services (CC167)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934.

**Skill Centre (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 8:30 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

**Wellness Services (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

**Student Life Department (CC210)** is a place for students to go when they don't know who else can answer their questions. The staff will help students navigate barriers to success and if they don't know the answer, they will find it out. Student success is directly affected by how connected a student feels to their college. The student life department is there to help students get connected.

**Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.**