

Course Outline

School:	Advancement
Department:	English Language Learning
Course Title:	Integrated Core Skills High-Intermediate
Course Code:	ELL 506
Course Hours/Credits:	150
Prerequisites:	ELL 406
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	N/A
Originated by:	Jacqueline Steward
Creation Date:	Fall 2014
Revised by:	Katherine Higgins, Ian Shanahan, Oleksiy (Alex) Markunin
Revision Date:	Summer 2021
Current Semester:	Summer 2022
Approved by:	

Chairperson/Dean

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Acknowledgement of Traditional Lands

Centennial is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honor all our relations.

Course Description

This 5-module Integrated Core Skills course will provide high-intermediate English Language learners with real-world content to practice reading, writing, and grammar skills that will allow them to succeed in academic settings. In this communicative and dynamic course, learners will participate in a variety of independent and collaborative activities that foster critical thinking and provide opportunities for meaningful interaction in English. High-interest content, including visual aids, videos, and print and online academic readings, will provide a basis for vocabulary-building, grammar practice, and essay writing. Particular attention will be paid to digital literacy and academic skill development. An outcomes-based approach will be taken, and learners will monitor their language progress through professor feedback and self-reflection.

Program Outcomes

Successful completion of this and other courses in the program culminates in the achievement of the Vocational Learning Outcomes (program outcomes) set by the Ministry of Colleges and Universities in the Program Standard. The VLOs express the learning a student must reliably demonstrate before graduation. To ensure a meaningful learning experience and to better understand how this course and program prepare graduates for success, students are encouraged to review the Program Standard by visiting <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/>. For apprenticeship-based programs, visit <http://www.collegeoftrades.ca/training-standards>.

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Employ all stages of the academic writing process and appropriate grammatical structures to compose coherent, well-organized, 350–450-word texts for specific purposes, including to explain, to compare, and to persuade.
2. Produce professionally-formatted documents and attribute ideas to their original authors by applying APA referencing and formatting conventions.
3. Develop a repertoire of reading and vocabulary strategies that can be used to gain a deeper understanding of a text, including distinguishing main ideas from details, identifying purpose, and inferring vocabulary meaning from context.
4. Draw upon background knowledge and critical thinking skills to evaluate concepts in academic and non-academic texts, and apply these concepts to strengthen arguments and support opinions in writing.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Show respect for diverse opinions, values belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

**There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.
3. Analyze issues of equity at the personal, professional, and global level.

**There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.*

Text and other Instructional/Learning Materials

Text Book(s):

Cambridge Prism Reading and Writing 3 by Chris Sowton and Alan S. Kennedy, 2017, ISBN 978-1-316-62445-6 (required)

Online Resource(s):

Online workbook/Additional materials posted on eCentennial

Evaluation Scheme

- ✧ Reading Assignment: Reading log or oral/ written response and analysis based on academic or non-academic articles. Student-led discussion based on the assigned or chosen text.
- ✧ Writing Assignment Part 1: First draft of a text on an assigned topic.
- ✧ Writing Assignment Part 2: Final text, incorporating professor, self, and peer feedback.
- ✧ Participation: In-class performance and homework.

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Reading Assignment	3, 4	1, 2, 6, 8, 9, 10, 11	2, 3	45
Writing Assignment Part 1	1, 2, 4	1, 2, 6, 7, 10, 11	2, 3	35
Writing Assignment Part 2	1, 2, 4	1, 2, 6, 7, 9, 10, 11	2, 3	10
Participation	1, 3, 4	1, 2, 8, 9, 10, 11	2	10
Total				100%

If students are unable to write a test they should immediately contact their professor or program Chair for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official Centennial College photo identification or they may be refused the right to take the test or test results will be void.

Tests or assignments conducted remotely may require the use of online proctoring technology where the student's identification is verified and their activity is monitored and/or recorded, both audibly and visually through remote access to the student's computer and web camera. Students must communicate in writing to the instructor as soon as possible and prior to the test or assignment due date if they require an alternate assessment format to explore mutually agreeable alternatives.

Student Accommodation

The Centre for Accessible Learning and Counselling Services (CALCS) (<http://centennialcollege.ca/calcs>) provides programs and services which empower students in meeting their wellness goals, accommodation and disability-related needs. Our team of professional psychotherapists, social workers, educators, and staff offer brief, solution-focused psychotherapy, accommodation planning, health and wellness education, group counselling, psycho-educational workshops, adaptive technology, and peer support. Walk in for your first intake session at one of our service locations (Ashtonbee Room L1-04, Morningside Room 190, Progress Room C1-03, The Story Arts Centre Room 285, Downsview Room 105) or contact us at calcs@centennialcollege.ca, 416-289-5000 ext. 3850 to learn more about accessing CALCS services.

Use of Dictionaries

- Only English Language Learner dictionaries are permitted in class work (English words, idioms, and pronunciations are explained).
- Dictionaries may be used in tests and examinations, or in portions of tests and examinations, as long as they are non-electronic (not capable of storing information) and hard copy (reviewed by the invigilator to ensure notes are not incorporated that would affect test or examination integrity).

Program or School Policies

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will

not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

Course Policies

Expectations for teaching at a distance delivery:

- Students have an electronic device (laptop, desktop, tablet, etc.) with a working camera and microphone.
- Students are expected to turn their cameras on at least for the first 15 and last 15 minutes of synchronous classes and during their work in break-out rooms.
- Students are encouraged to keep their cameras on for the entire duration of synchronous classes to promote engagement and build community.

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic Honesty

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Forms of academic dishonesty include cheating, plagiarism, and impersonation, among others. Breaches of academic honesty may result in a failing grade on the assignment or course, suspension, or expulsion from the college. Students are bound to the College's AC100-11 Academic Honesty and Plagiarism policy.

To learn more, please visit the Libraries information page about Academic Integrity

<https://libraryguides.centennialcollege.ca/academicintegrity> and review Centennial College's Academic Honesty Module:

https://myappform.centennialcollege.ca/centennial/articulate/Centennial_College_Academic_Integrity_Module_%202/story.html

Use of Lecture/Course Materials

Materials used in Centennial College courses are subject to Intellectual Property and Copyright protection, and as such cannot be used and posted for public dissemination without prior permission from the original creator or copyright holder (e.g., student/professor/the College/or third-party source). This includes class/lecture recordings, course materials, and third-party copyright-protected materials (such as images, book chapters and articles). Copyright protections are automatic once an original work is created, and applies whether or not a copyright statement appears on the material. Students and employees are bound by College policies, including AC100-22 Intellectual Property, and SL100-02 Student Code of Conduct, and any student or employee found to be using or posting course materials or recordings for public dissemination without permission and/or inappropriately is in breach of these policies and may be sanctioned.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

A skills assessment is already used to determine appropriate placement.

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Topical Outline (subject to change):

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
1-2	Module 1: Introductions	The professor will provide materials.	1. Write paragraphs with a focus on unity, development, and flow. 2. Effectively apply transitional words and phrases to write a paragraph.	The professor will use a variety of instructional strategies as appropriate. For example: - whole-class, pair and group discussion - individual, pair and group practice -in-class writing and peer-editing - online language software and websites	1. Writing Assignment - 80% 2. Participation - 20%	Week 1-2
3-5	Module 2: Globalization	Cambridge Prism Reading and Writing 3, Unit 1	1. Plan, organize, draft, edit, and write a 350-450 word expository essay. 2. Effectively apply APA 7 formatting while writing an essay. 3. Identify and summarize main ideas and essential details of non-academic/academic articles orally and/or in writing. 4. Apply various reading strategies such as pre-reading and predicting; reading for main ideas and details; making inferences; understanding key vocabulary. 4. Develop various reading strategies such as pre-reading and predicting; reading for main ideas and details; making inferences; understanding key vocabulary.	The professor will use a variety of instructional strategies as appropriate. For example: - whole-class, pair, and group discussion - individual, pair, and group practice -in-class writing and peer-editing - online language software and websites	1. Reading Assignment - 45% 2. Writing Assignment Part 1 – 35% 3. Writing Assignment Part 2 – 10% 4. Participation – 10%	Week 3-5
6-8	Module 3: Medicine	Cambridge Prism Reading and Writing 3,	1. Plan, organize, draft, edit, and write a 350–450-word formal persuasive (opinion)	The professor will use a variety of instructional	1. Reading Assignment -	Week 6-8

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
		Units 3	essay. 2. Effectively apply APA 7 formatting while writing an essay. 3. Identify and summarize main ideas and essential details of non-academic/academic articles in writing and in small-group discussions. 4. Evaluate and analyze content in non-academic/academic texts and apply selected content to support personal opinions.	strategies as appropriate. For example: - whole-class, pair, and group discussion - individual, pair, and group practice - in-class writing and peer-editing - online language software and websites	45% 2. Writing Assignment Part 1 – 35% 3. Writing Assignment Part 2 – 10% 4. Participation – 10%	
9-11	Module 4: Art and Design	Cambridge Prism Reading and Writing 3, Unit 7	1. Plan, organize, draft, edit, and write a 350–450-word formal persuasive (opinion) report or essay. 2. Effectively apply APA 7 formatting while writing an essay. 3. Identify and summarize main ideas and essential details of non-academic/academic articles in writing. 4. Support personal opinion with research in order to strengthen an argument. 4. Interpret statistics from texts and graphs and use statistics to strengthen persuasive arguments.	The professor will use a variety of instructional strategies as appropriate. For example: - whole-class, pair, and group discussion - individual, pair, and group practice - in-class writing and peer-editing - online language software and websites	1. Reading Assignment - 45% 2. Writing Assignment Part 1 – 35% 3. Writing Assignment Part 2 – 10% 4. Participation – 10%	Week 9-11
12-14	Module 5: Education	Cambridge Prism Reading and Writing 3, Unit 2	1. Plan, organize, draft, edit, and write a 350–450-word informal compare/contrast essay. 2. Effectively apply APA 7 formatting while writing an essay. 3. Identify and summarize main ideas and essential details of non-academic/academic articles in writing and/or orally and/or in small-	The professor will use a variety of instructional strategies as appropriate. For example: - whole-class, pair, and group discussion - individual, pair, and	1. Writing Assignment - 60% 2. Reading Assignment - 30% 3. Participation -	Week 12-14

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			group discussions.	group practice -in-class writing and peer-editing - online language software and websites	10%	