Course Outline

School:	English & Liberal Studies
Department:	English Language Learning
Course Title:	Enhanced Academic Skills High-Intermediate
Course Code:	ELL 508
Course Hours/Credits:	90
Prerequisites:	ELL 408
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:	Fall 2024
Current Semester:	Fall 2024
Approved by:	Patricia Coles, Associate Dean/Dean, English & Liberal Studies

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 Enhanced Academic Skills course will provide high-intermediate English Language learners with a variety of personal and academic strategies needed to succeed in academic settings. Through a combination of independent study and classroom activities, learners will develop proficiency in their academic skills. Particular attention will be paid to learning and utilizing academic vocabulary in written and verbal discourse, writing summaries of academic articles and lectures, and mastering paraphrasing skills. The ethical use of AI tools will be discussed and applied to practice. An outcomes-based approach will be taken, giving learners practice through a variety of academic speaking, listening, writing, and reading activities.

External Standard Information (ESI)

N/A

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 https://www.skilledtradesontario.ca/about-trades/trades-information/.

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Identify the forms and meanings of a wide variety of academic words in context as well as demonstrate the correct use of a wide variety of academic vocabulary in writing and speaking.
2. Compose such academic genres as emails, infographics, etc. according to their conventions.
3. Summarize the main ideas of academic texts and lectures by implementing key paraphrasing and summarizing techniques as well as incorporating the ethical use of AI and research strategies to complete these tasks.
4. Develop various digital literacy skills and apply academic success strategies.

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.
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.*

New Essential Skills (NES)

N/A

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

1. Identify one's roles and responsibilities as a global citizen in personal and professional life.
2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.

**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

Online Resource(s):

- Additional resources available on eCentennial.

Evaluation Scheme

- Academic Skills: Independent assignment that requires essential academic writing skills. The assignment can explore various genres.
- Self-guided activities: Various asynchronous activities with a focus on digital literacy, varous English skills, and professional development.
- Challenge: Independent activities to improve various English skills.

Evaluation Name	CLO(s)	EES Outcome(s)	NES Outcome(s)	GCE Outcome(s)	Weight/ 100
Academic Skills	1, 2, 3	1, 2, 10, 11			65
Self-guided activities	4	1, 2, 10, 11		1	25
Challenge	1, 2, 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 Associate Dean 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 College approved plagiarism

prevention software. Students who do not wish to have their work submitted to College approved plagiarism prevention software 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

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:
- You attend every class and you are on time for your class. According to multiple research studies, being on time and coming to EVERY class helps with knowledge retention, engagement, and academic success.
- You speak English all the time: in class, before class, and after class. It's OK to make mistakes.
- You ask questions.
- You help each other.
- If you need help with assignments or you might miss a deadline, you let your professor know beforehand.
- You take part in and complete all activities and assignments (synchronous and/or asynchronous) in a timely manner.

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/ecentennial/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):

ORIGINAL TOPICAL

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
1-2	Module 1: Introductions	Various materials provided by the professor.	1. Compose a formal email following the rules of email etiquette writing. 2. Identify parts of speech and demonstrate their correct use in writing.	The professor will use a variety of instructional strategies as appropriate. For example: - whole-class, pair and group discussion - individual, pair and group presentations - online language software and websites	1. Academic Skills Assignment - 80% 2. Challenge - 20%	Week 1, 2
3-5	Module 2: Globalization	Cambridge Prism Reading and Writing 3, Unit 1 Cambridge Prism Listening and Speaking 3, Unit 1	1. Apply various paraphrasing strategies in writing to avoid plagiarism. 2. Identify parts of speech and demonstrate their correct use in writing. 3. Apply various digital literacy skills to promote academic success.	The professor will use a variety of instructional strategies as appropriate. For example: - whole-class, pair and group discussion - individual, pair and group presentations - online language software and websites	1. Academic Skills – 65% 2.Self-guided activities – 25% 3. Challenge – 10%	Weeks 3-5
6-8	Module 3: Medicine	Cambridge Prism Listening and Speaking 3, Unit 3 Cambridge Prism Reading and Writing 3, Unit 3	1. Apply various paraphrasing as well as research strategies to avoid plagiarism. 2. Identify parts of speech and demonstrate their correct use in writing. 3. Apply various digital literacy skills to promote academic success.	The professor will use a variety of instructional strategies as appropriate. For example: - whole-class, pair and group discussion	1. Academic Skills – 65% 2.Self-guided activities – 25% 3. Challenge – 10%	Weeks 6-8

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
				- individual, pair and group presentations - online language software and websites		
9-11	Module 4: Art and Design	Cambridge Prism Reading and Writing 3, Unit 7 Cambridge Prism Listening and Speaking 3, Unit 7	1. Summarize formal or informal texts, applying rules of summary writing. Ethically use AI to summarize and edit various texts. 2. Identify parts of speech and demonstrate their correct use in writing. 3. Apply various digital literacy skills to promote academic success.	The professor will use a variety of instructional strategies as appropriate. For example: - whole-class, pair and group discussion - individual, pair and group presentations - online language software and websites	1. Academic Skills – 65% 2.Self-guided activities – 25% 3. Challenge – 10%	Weeks 9-11
12-14	Module 5: Education	Cambridge Prism Listening and Speaking 3, Unit 2 Cambridge Prism Reading and Writing 3, Unit 2	1. Brainstorm, compose, and edit an infographic. 2. Identify parts of speech and demonstrate their correct use in writing. 3. Apply various digital literacy skills to promote academic success.	The professor will use a variety of instructional strategies as appropriate. For example: - whole-class, pair and group discussion - individual, pair and group presentations - online language software and websites	1. Academic Skills – 65% 2.Self-guided activities – 25% 3. Challenge – 10%	Weeks 12-14