

# Course Outline

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School:	English & Liberal Studies
Department:	English Language Learning
Course Title:	Enhanced Academic Skills Intermediate
Course Code:	ELL 408
Course Hours/Credits:	90
Prerequisites:	ELL 308
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	N/A
Originated by:	Nantheekha Thiyagarajah
Creation Date:	Winter 2019
Revised by:	Nantheekha Thiyagarajah
Revision Date:	Fall 2023
Current Semester:	Summer 2024
Approved by:	

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Chairperson/Dean

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*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 course will provide learners with the strategies for learning English vocabulary and the study skills required for academic success. Through in class delivery, learners will build vocabulary for informal and formal situations as well as skills to communicate effectively in English. Particular attention will be paid to vocabulary and phrases commonly used in conversation, reading and writing, and improving delivery techniques when giving presentations. A portfolio-based education approach will be taken, giving learners the opportunity to reflect and be an active participant in their learning process.

## 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. Improve study skills and strategies necessary for academic success
2. Develop academic vocabulary relevant to the modular topic using a range of strategies
3. Enhance presentation and communicative skills through effective planning, delivery techniques and clear pronunciation
4. Use language functions to convey meaning in written and oral language

## 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.

*\*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\*:

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.*

## Methods of Instruction

This Enhanced Academic Skills course consists of a series of five modules designed for intermediate English language learners. An outcome-based approach will be taken utilizing in-class instruction, communicative activities and online language learning components to facilitate student learning.

## Text and other Instructional/Learning Materials

### Text Book(s):

Ostrowska, S., & Jordan, N. (2017). Prism 2 listening and speaking. Cambridge, United Kingdom: Cambridge University Press.

Westbrook, C., & Baker, L. (2017). Prism 2 reading and writing. Cambridge, United Kingdom: Cambridge University Press.

## Evaluation Scheme

- ⇨ Participation (Modules 1 - 5): Participating in class activities and discussions with classmates and teacher
- ⇨ Lab (Modules 1 - 5): Complete activities and tasks that meet the learning outcomes in ICS, Comm. and EAS classes
- ⇨ Quizzes (Modules 2 - 5): Quiz based on vocabulary and language development
- ⇨ Assignment - Formal Email (Module 1): Using appropriate language and style to compose a formal email to a professor
- ⇨ Assignment - Plagiarism Case Study (Module 2): Presenting and discussing a case study on plagiarism
- ⇨ Assignment - Word and Sentence Stress (Module 3): Submitting a short recording focusing on stress in words and sentences
- ⇨ Assignment - Club Presentation (Module 4): Presenting a new extracurricular activity for students to participate in, focusing on intonation
- ⇨ Assignment - Program Presentation (Module 5): Giving a presentation on program of study focusing on rhythm and pacing when speaking

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Participation (Modules 1 - 5)	2, 3, 4	1, 2, 8, 9, 10	1, 2	11
Lab (Modules 1 - 5)	1, 2, 4	1, 2, 8, 9, 10	1, 2	10
Quizzes (Modules 2 - 5)	1, 2, 3, 4	1, 2, 8, 9, 10	1, 2	31.5
Assignment - Formal Email (Module 1)	4	1, 2, 8, 9, 10	1, 2	7
Assignment - Plagiarism Case Study (Module 2)	1, 3, 4	1, 2, 8, 9, 10	1, 2	6.75
Assignment - Word and Sentence Stress (Module 3)	1, 3, 4	1, 2, 9, 10	1, 2	11.25
Assignment - Club Presentation (Module 4)	2, 3, 4	1, 2, 8, 9, 10	1, 2	11.25
Assignment - Program Presentation (Module 5)	1, 2, 3, 4	1, 2, 8, 9, 10	1, 2	11.25
<b>Total</b>				<b>100%</b>

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](mailto:calcs@centennialcollege.ca), 416-289-5000 ext. 3850 to learn more about accessing CALCS services.

## Use of Dictionaries

- Dictionary use is not permitted in test or examination settings.

## Program or School Policies

**All submitted work that requires extensive writing such as essays and reports will 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.

**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

Students are expected to attend and participate in all scheduled classes to maximize their learning and develop their English language skills.

## 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\\_M](https://myappform.centennialcollege.ca/centennial/articulate/Centennial_College_Academic_Integrity_M)

odule\_%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](http://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

Skills assessment 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	<ul style="list-style-type: none"> <li>- Formal and Informal Emails</li> <li>- Vocabulary from Customs and Traditions (Unit 4)</li> </ul>	- additional instructional materials/ handouts as appropriate	<ul style="list-style-type: none"> <li>- identify the purpose and audience in formal and informal emails</li> <li>- apply academic vocabulary and language related to the topic of Customs and Traditions in oral and written discourse</li> </ul>	A variety of instructional strategies will be used as appropriate. For example: - whole-class, pair/group discussion; individual, pair/group practice; individual writing	<ul style="list-style-type: none"> <li>- Participation: 20%</li> <li>- Lab: 10%</li> <li>- Assignment 1 - Formal Email: 70%</li> </ul>	Weeks 1 - 2
3-5	<ul style="list-style-type: none"> <li>- Defining and Understanding Plagiarism</li> <li>- Paraphrasing</li> <li>- Vocabulary from Discovery and Invention (Unit 6)</li> </ul>	- additional instructional materials/ handouts as appropriate	<ul style="list-style-type: none"> <li>- explain the meaning of plagiarism and the different forms and consequences</li> <li>- apply strategies for paraphrasing</li> <li>- apply academic vocabulary and language related to the topic of Discovery and Invention in oral and written discourse</li> </ul>	A variety of instructional strategies will be used as appropriate. For example: whole-class, pair/group discussion; individual, pair/group practice; individual writing	<ul style="list-style-type: none"> <li>- Participation: 10%</li> <li>- Lab: 10%</li> <li>- Assignment 1 - Plagiarism Case Study: 45%</li> <li>- Quiz 1 - Vocabulary: 35%</li> </ul>	Weeks 3 - 5
6-8	<ul style="list-style-type: none"> <li>- Roots and Affixes</li> <li>- Word and Sentence Stress</li> <li>- Vocabulary from Animals (Unit 1)</li> </ul>	- additional instructional materials/ handouts as appropriate	<ul style="list-style-type: none"> <li>- use roots and affixes (prefixes and suffixes) to develop comprehension</li> <li>- apply principles of stressed and unstressed within words and sentences for effective communication</li> <li>- apply academic vocabulary and language related to the topic of Animals in oral and written discourse</li> </ul>	A variety of instructional strategies will be used as appropriate. For example: whole-class, pair/group discussion; individual, pair/group practice; individual writing	<ul style="list-style-type: none"> <li>- Participation: 10%</li> <li>- Lab: 10%</li> <li>- Assignment 1 - Word and Sentence Stress: 45%</li> <li>- Quiz 1 - Vocabulary: 35%</li> </ul>	Weeks 6 - 8
9-11	<ul style="list-style-type: none"> <li>- Roots and Affixes</li> <li>- Intonation</li> <li>- Vocabulary from</li> </ul>	- additional instructional materials/ handouts as appropriate	<ul style="list-style-type: none"> <li>- use roots and affixes (prefixes and suffixes) to develop comprehension</li> <li>- apply principles of intonation for effective</li> </ul>	A variety of instructional strategies will be used as appropriate. For example: whole-class, pair/group discussion;	<ul style="list-style-type: none"> <li>- Participation: 10%</li> <li>- Lab: 10%</li> </ul>	Weeks 9 - 11

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
	Health and Fitness (Unit 5)		<p>communication</p> <ul style="list-style-type: none"> <li>- apply academic vocabulary and language related to the topic of Health and Fitness in oral and written discourse</li> </ul>	individual, pair/group practice; individual writing	<ul style="list-style-type: none"> <li>- Assignment 1 - Intonation (Club Presentation): 45%</li> <li>- Quiz 1 - Vocabulary: 35%</li> </ul>	
12-14	<ul style="list-style-type: none"> <li>- Rhythm in Phrases and Sentences</li> <li>- Test-taking Strategies</li> <li>- Vocabulary from Health and Fitness (Unit 5)</li> </ul>	- additional instructional materials/ handouts as appropriate	<ul style="list-style-type: none"> <li>- apply principles of rhythm in phrases and sentences for effective communication</li> <li>- employ test taking strategies</li> <li>- apply academic vocabulary and language related to the topic of Fashion in oral and written discourse</li> </ul>	A variety of instructional strategies will be used as appropriate. For example: whole-class, pair/group discussion; individual, pair/group practice; individual writing	<ul style="list-style-type: none"> <li>- Participation: 20%</li> <li>- Lab: 10%</li> <li>- Assignment 1 - Rhythm (Program Presentation): 45%</li> <li>- Quiz 1 - Vocabulary 35%</li> </ul>	Weeks 12 - 14