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ENGL 0300: Topics in Fundamental English

EFFECTIVE DATE

May 2021

DEPARTMENT

Basic Education

DESCRIPTION

ENGL 0300 is the first course in which all Basic Education English students will enrol. In this course, students will work with an instructor to identify strengths and gaps in their fundamental reading and writing skills. They will make a learning action plan to address these gaps. Students will also create a portfolio to practice and demonstrate their skills in reading comprehension, vocabulary, sentence writing, and paragraph writing. This portfolio will be used to determine a student's placement in one of the six levels of Basic Education English. Students will also reflect and build on their skills for success as adult learners.

CREDITS

0.0

YEAR OF STUDY

ABE Fundamental Literacy(Grade8&below)

PREREQUISITES

None

COREQUISITES

None

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Identify learning gaps in fundamental level reading and writing and make a learning action plan to address these gaps.
- Demonstrate reading comprehension skills such as previewing, predicting, identifying main ideas, summarizing, questioning, making inferences, and visualizing.
- Demonstrate skills for interpreting new vocabulary in the context of a reading.
- Demonstrate skills for writing effective sentences and paragraphs.
- Demonstrate academic readiness (awareness of: student responsibilities in a college environment, supports

and resources, learning preferences and strengths, oral communication skills, time management skills, study skills, and test-taking strategies).

PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR)

None

HOURS

Lecture: 35

Other: 121

INSTRUCTIONAL STRATEGIES

This course will be taught in a self-paced, individualized format along with group instruction and small group activities. Instructional strategies include, but are not limited to lectures, use of print and electronic visual prompts, individualized and self-paced instruction, one-on-one and group work, group discussions, field trips, guest speakers, computer use, and activities making use of auditory, tactile and sensory learning.

GRADING SYSTEM

Satisfactory/Unsatisfactory

PASSING GRADE

S (70%)

EVALUATION PLAN

Type	Percentage	Assessment activity
Project	20	Students will make a learning action plan that identifies their strengths and learning gaps in fundamental level English. The learning action plan will be marked with a checklist for completeness.
Portfolio	60	Students will assemble a portfolio of activities that demonstrates their skills in reading comprehension, vocabulary, sentence writing, and paragraph writing. The portfolio will be marked with a checklist for completeness.
Other	20	Students will demonstrate academic readiness to undertake further course work. Academic readiness will be self-assessed with a rubric.

COURSE TOPICS

- Learning action plans
Reading comprehension strategies

Vocabulary building
Sentence writing
Paragraph writing
Academic readiness

LEARNING RESOURCES

A variety of print and non-print media.

Notes:

- Course contents and descriptions, offerings and schedules are subject to change without notice.
- Students are required to follow all College policies including ones that govern their educational experience at VCC. Policies are available on the VCC website at:
<https://www.vcc.ca/about/governance--policies/policies/>.
- To find out how this course transfers, visit the BC Transfer Guide at <https://www.bctransferguide.ca>.

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