



COURSE IMPLEMENTATION DATE: September 2002
 COURSE REVISED IMPLEMENTATION DATE: May 2010
 COURSE TO BE REVIEWED: March 2014
(four years after UPAC approval) (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

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COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Introduction to Reading, Writing, and Study Skills		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This introductory reading and study skills course is designed specifically for students in the Health and Human Services program at CTC. Students will learn effective reading techniques to facilitate comprehension and retention. The course includes paragraph writing, the expository research paper, and basic standards of university writing. In addition, program content material will be used as a basis for learning preliminary study strategies.

PREREQUISITES: Admission to the Health and Human Services UFV/CTC program.
 COREQUISITES: none
 PRE or COREQUISITES: none

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

Health and Human Services at CTC

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: 45 Hrs
 Seminar: _____ Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 25
 Expected frequency of course offerings: once or twice a year at UFV
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

Yes No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

Yes No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

Yes No

Course designer(s): <u>Diane Luu</u>	Date approved: <u>March 2010</u>
Department Head: <u>Lynn Kirkland Harvey</u>	Date of meeting: <u>March 5, 2010</u>
Supporting area consultation (Pre-UPAC)	Date approved: <u>March 12, 2010</u>
Curriculum Committee chair: <u>John Carroll</u>	Date approved: <u>March 12, 2010</u>
Dean/Associate VP: <u>Dr. Jacqueline Nolte</u>	Date of meeting: <u>March 26, 2010</u>
Undergraduate Program Advisory Committee (UPAC) approval	

LEARNING OUTCOMES:

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

1. select and use appropriate reading skills to comprehend textbook material
2. select and use appropriate study skills to prepare for tests
3. write a variety of paragraph development examples
4. write a short expository essay
5. study in groups as well as independently.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Course content will be presented through a combined lecture, demonstration, discussion and/or group activity process.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s) Other (specify):

PLAR cannot be awarded for this course for the following reason(s): Entry-level student skills are developed and increased.

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

In CTC Library:

1. *RSS 098 Course Pack, 2nd Edition*
2. Fleet, J., Goodchild, & F., Zajchowski, R. (1999). *Learning for Success: Skills and Strategies for Canadian Students (3rd ed.)*. Toronto, Ont: Harcourt Canada.
3. Shepherd, J.F. (1996). *RSVP: The College Reading, Study, and Vocabulary Program (5th ed.)*. Toronto, Ont: Houghton Mifflin Company.

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Theoretical and practical tests showing mastery of skills learned.

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

- Orientation - Expectations and goals for the course.
- Working in groups
- Vocabulary for reading and writing
- Study habits
- Expository essay and brainstorm topic
- Reading speed and comprehension
- Strategic Learning
- Writing "definition" paragraphs
- Reading for topic sentences
- Organizing Time
- Writing "example" paragraphs
- Writing "descriptive" and "narrative" paragraphs
- Managing Stress
- Writing "classification and division" paragraphs
- Reading fast, in phrases
- Memory
- Reading and study using questions (SQ)
- Writing "comparison and contrast" paragraphs
- Learning in Lecture
- Structure Text material for analysis
- Expository essay: write the claim, develop the essay outline, and write the paragraphs
- Write first draft of essay
- Expository essay – inferences, revising and proofing
- Exam Preparation
- Writing Citations and References cited using APA
- The Gestalt perspective: the expression of words, sentences, and paragraphs directed to the claim
- One-on-one consultation and group proofreading
- Expository essay – formatting and final proofing
- Test Strategies
- Weekly quizzes, assignments, mid-term, essay, and final exam