

Communication anglaise, niveau 3

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INTRODUCTION

Welcome to the course 604-SAR-FD *Communication anglaise, niveau 3* offered by Cégep@distance.

Distance learning courses offer a way of learning that meets today's needs. We hope that this approach to learning, which combines a flexible schedule and rigorous pedagogical support, will suit you and satisfy your expectations.

Before you begin studying the course material, we recommend that you carefully read this Study Guide as it is an essential source of pedagogical information about the program of study, the course and our suggested approach.

We also invite you to become familiar with the brochure *Accueil et directives*. Here you will find information about the regulations and procedures that govern distance learning. These include rules concerning supervision and support, admission, registration, evaluation, and fees and financial aid.

Distance learning is not synonymous with isolation. Throughout your studies at Cégep@distance, you will be able to rely on the support of a tutor and on individual pedagogical guidance.

Whether this is your first distance-learning course or simply another in a series, we remind you that success in this course depends on your own efforts and on your ability to organize your studies.

Enjoy the course!



DESCRIPTION OF THE GENERAL EDUCATION COMPONENT

All college-level pre-university and technical programs that lead to a Diploma of Collegial Studies (DCS) have a component that is specific to the program and a component of general education.

The general education component has three sub-components:

- ▶ general education common to all programs, which includes French, language of instruction and literature, English as a second language, philosophy, and physical education
- ▶ general education adapted to each program of study, which includes the disciplines of general education common to all programs, except for physical education
- ▶ complementary general education, which balances and complements the specific program of study with knowledge from other fields

The general education component has a triple outcome, which is to provide students with a common cultural core, to help them acquire and develop generic skills (such as analysis, synthesis, and coherent reasoning), and to adopt desirable attitudes (such as autonomy, a critical sense, open-mindedness, etc.). These three aspects enable you to share in the common cultural heritage and to participate as a responsible citizen and member of society.

The sets of objectives and standards in the general education component, developed according to the provisions of the *College Education Regulations*, are based on the program approach and the mastery of learning in terms of competencies.

General education in English as a second language helps you achieve greater fluency in the English language and exposes you to another culture. Achieving greater fluency means understanding the language, becoming aware of its particular ways and means of expression, communicating with ease in various situations, and expressing yourself with greater precision. As you learn English, your progressive exposure to certain aspects of anglophone culture contributes to your being open to another culture and, through this, to the world. As you will need to communicate in a world where knowledge of English is of great importance, you must acquire communication skills in English that are practical for work situations or university studies.

To meet these objectives, your program of study includes two English courses. A placement test is used to evaluate your fluency in English and to determine the appropriate course level for your learning needs.

There are four levels of learning activities (or courses) for English as a second language. For each level, the two sets of learning activities (or two courses) are organized so that what is learned in the first set is implicit in the standards of the second set.

The first set, that of general education common to all programs, has as its goal a higher level of fluency in English through the study of a variety of themes and situations. These themes

and situations require a deeper understanding than that needed for secondary school studies and an ability to communicate with a richer vocabulary and greater grammatical accuracy.

The second set, that of general education adapted to programs, reinforces the competency acquired through the learning activities common to all programs and builds on it with elements that are specific to your field of study. In addition, this set encourages clarity of expression and ease of communication in appropriate and practical tasks.

Translated and adapted from: Québec, Direction de l'enseignement collégial, Services des programmes et des affaires étudiantes, *Formation générale: commune à tous les programmes d'études conduisant au diplôme d'études collégiales; propre au programme d'études*, version révisée, Québec, Ministère de l'Éducation, octobre 1998, 34 pages.



PRESENTATION OF THE COURSE

Each student at the CEGEP level must successfully complete two English courses in order to graduate. 604-SAR-FD *Communication anglaise, niveau 3*, the second of two courses and part of the “Formation générale propre,” is an advanced level course that introduces students to field-related English while focusing on a variety of themes in the areas of pure and applied science, health, computer science, the humanities and social sciences. It is assumed that 102-level students have very few problems understanding the spoken language; they are more or less at ease in the passive skill of listening. Therefore, the course objectives concentrate on speaking and writing.

604-SAR-FD *Communication anglaise, niveau 3* comprises 45 hours of actual course work including the teacher’s explanations and a variety of integrated activities designed to help **you** reach the required level of competence. You will read different types of field-specific articles in this course and, at the same time, gain skill in writing and speaking through a variety of integrated language activities. Mastery of the two latter skills will be reached gradually through a step-by-step process. Particular attention will be paid to vocabulary development through activities that introduce specialized vocabulary related to the different fields. You will also study tone and levels of language (formal and informal). Different forms of writing such as business letters, subjective versus objective writing and reports will be practised. Furthermore, each unit contains formative, supplementary remedial material such as self-evaluation grammar activities and exercises that enable you to track your progress during the course. These can be found in the Grammar Reference Section at the end of the Workbook for you to use as needed.

This course offers three other special features: a DVD connected thematically to the chapters in the book, an audio CD containing authentic interviews with professionals, and references to web sites that provide extra sources of information for research.

For every block of three hours of course work, you are expected to do approximately two to three hours of assignments. Details concerning assignments and workload organization are provided in a later section of this guide.

Course Description

The course description for competency-based courses includes the following elements. They are clearly defined to ensure you fully understand the exact nature and scope of the course.

Statement of Competency

The statement of competency **sets out the learning target**. It describes the desired result of the training or the skill you will be asked to demonstrate when you are evaluated on the target competency.

Context for Achievement

The context for achievement **specifies the conditions** under which you will be expected to **demonstrate your achievement of the target competency**.

Elements of the Competency

The elements of the competency **clarify the statement of competency** to ensure full understanding. The elements may be stages in the achievement of the competency (process) or its essential parts (mini-tasks or products). This part of the course description sets out the extent and scope of the target competency in detail.

Performance Criteria

The performance criteria **establish the standards** by which your achievement of the target competency will be evaluated. The criteria are based on the entrance requirements for the specific university program in question.

Each element of the competency is related to at least one specific performance criterion. These criteria are presented below in French for your convenience.

Statement of Competency 4SAR: Communiquer avec aisance en anglais en utilisant des formes d'expression d'usage courant liées à son champ d'études.	
Elements of the Competency	Performance Criteria
1. Dégager le sens d'un message oral lié à son champ d'études.	<ul style="list-style-type: none"> • Reconnaissance du sens général et des idées essentielles du message. • Utilisation pertinente de l'information pour accomplir une tâche précise.
2. Dégager les éléments pertinents d'un texte authentique lié à son champ d'études.	<ul style="list-style-type: none"> • Reconnaissance du sens général. • Reconnaissance de la validité et de la fiabilité des sources de référence. • Repérage et utilisation des éléments pertinents pour accomplir une tâche précise.
3. Communiquer un message oral lié à son champ d'études.	<ul style="list-style-type: none"> • Communication substantielle, riche en information, accessible à un non-expert. • Adéquation entre le message, l'intention et la situation de communication. • Emploi approprié des termes liés à son champ d'études. • Manifestation d'ouverture et de respect.

Elements of the Competency	Performance Criteria
4. Rédiger et réviser des communications écrites liées à son champ d'études.	<ul style="list-style-type: none"> • Rédaction cohérente et claire d'un texte, • d'environ 450 mots, accessible à un non-expert. • Adéquation entre les procédés de communication choisis, le type de document et la situation de communication. • Présence d'idées et d'expressions nouvelles. • Emploi efficace de termes liés à son champ d'études. • Application convenable du code grammatical, syntaxique et orthographique. • Utilisation appropriée de stratégies de révision.

Learning Objectives

The learning objectives **explain the learning** you must do to attain the result described by an element of the competency. In other words, they indicate what you must learn and they specify the knowledge, abilities, and attitudes you will need to show that you have attained the competency.

These objectives are presented at the beginning of the course.

Course Content

This section deals with what you will actually be studying and learning in the course.

The course consists of the textbook *Brass Ring 2: English for Career-Related Communication*, the Workbook, an audio CD and a DVD. The textbook contains nine chapters with different themes related to careers. Each chapter is further subdivided into reading, writing, speaking, and listening activities. You will improve these skills by working through vocabulary building exercises, reading strategy exercises and completing grammar exercises. The Workbook determines the rhythm at which you will work through the textbook chapters.

Here is a list of the course content.

Textbook

Part 1: Chapters

1. Jobs—A chapter about your place in the job market.
2. Letter Writing—A look at proper letter and e-mail formats.
3. Get Happy—An examination of your most useful skills and personality traits.

4. The Résumé—A presentation of résumé writing guidelines.
5. Surveys—A guide to conducting surveys related to your field of study.
6. Reports—A chapter about the correct format for writing reports.
7. To Your Health—A look at vocabulary required in a medical emergency.
8. How to Do It—An examination of how to describe a process related to your field of study.
9. For Your Pleasure—A “grab-bag” of interesting activities.

Part 2: Grammar Section

Grammar exercises are found in the Grammar exercise section at the end of your textbook. A variety of exercises such as error analysis, fill in the blanks, and multiple choices provide you with opportunities to improve your skills in writing and speaking English. We have provided an answer key at the end of each chapter in your Workbook so that you can track your progress when doing these grammar exercises.

Here is a list of grammatical points found in the Grammar Section of your textbook.

1. Subject-Verb Agreement
2. Pronouns and Punctuation
3. Verb Tense Review: Present, Past and Future
4. Perfect Tenses Review
5. Spelling and Word Choice Tips
6. Comparatives, Prefixes and Suffixes
7. Modals and Questions Review
8. Verb Forms
9. More Verb Forms
10. Nouns

Part 3: Appendices

1. Personalized Vocabulary List
2. Business Letter Format
3. Abbreviations
4. Guide for Correcting Writing Errors
5. Writing Test Correction Sheet
6. Using Quotations

7. Irregular Verb List
8. Tense Review Chart

Course Audio CD

1. Strategies for Finding a Job
2. Letter Dictation
3. Application Letter Dictation
4. Interview with a Writer
5. Listen to the Instructions
6. Interview with an Astrophysicist
7. Interview with a Nurse
8. How to do an Injection
9. Interview with a Teacher

Course DVD

1. Business Cards
2. Braindead 13
3. Hacker Crackdown
4. Franchising
5. Ask a Silly Question

We hope that the contents of this course will be informative and interesting. We think that the different types of writing, vocabulary skills and reading and speaking activities will be useful in your future career. We have tried to include a variety of readings, such as information articles and short stories, in order to introduce you to as many aspects of English language as possible. Furthermore, the type of writing and oral presentations that are a part of this course will help you to organize and synthesize information in order to be able to communicate effectively in your chosen profession.

Learning Strategies

In order to achieve the competency targeted by this course, you need to do the following:

- ▶ Listen to the audio CD and DVD included in your course package. On these cassettes, you will find authentic recordings of speakers who express themselves at a normal rate of speech.

- ▶ Read articles included in the textbook. These articles are of various lengths, ranging anywhere from 521 to 9,277 words.
- ▶ Give oral presentations: present a résumé of an interview you conduct with a professional working in a field related to your program of study; provide an overview of what to do in a medical emergency; and describe a procedure related to your field of study.
- ▶ Write grammatically and structurally correct letters, reports and compositions on topics related to your field of study.

It is important that you understand our methodology in 604-SAR-FD *Communication anglaise, niveau 3* in order to progress in learning English. We have already presented certain elements, which are explained in detail in the INTRODUCTORY UNIT of your Workbook. You will feel more comfortable in this course if you understand how we are teaching you. The chart on the next page outlines the approach we believe you should follow to attain the above-mentioned skills.

Skills	Suggestions
Reading and Vocabulary Development	We feel that learning new vocabulary is very crucial to improving language communication skills. Therefore, each chapter in your textbook, <i>Brass Ring 2: English for Career-Related Communication</i> contains vocabulary development exercises. These are found in the “Preparation” activity or reading activities in each chapter. We recommend that you keep a “new vocabulary” list in the Appendix section of your textbook so that you can use it as a reference guide to augment your English vocabulary.
Writing	Writing effectively is a very important skill for academic and professional fields. In this course, you will learn correct writing forms for different types of writing such as business letters, résumés, reports, summaries, etc., all of which will provide you with a base for future professional requirements.
Listening	We suggest that you take advantage of as many opportunities to practise your listening comprehension as possible; listening to English TV and radio programs related to your field of study would be extremely beneficial.
Speaking	The textbook also provides you with opportunities to practise your oral skills in English. In each chapter there are suggestions for speaking activities. Because you are studying alone, it will be difficult for you to practise speaking in English. However, we recommend that you try to find a partner (maybe a family member, friend or colleague) with whom you can converse. You will have an opportunity to speak English with your tutor for certain assignments and for any necessary clarifications throughout the course.



LEARNING MATERIALS

When you registered for 604-SAR-FD *Communication anglaise, niveau 3*, you received the following materials:

- ▶ the Study Guide, which you are reading right now
- ▶ the textbook, *Brass Ring 2* by Lynne Gaetz (Don Mills: Prentice Hall Allyn and Bacon Canada, 1999)
- ▶ the Workbook (*Cahier d'apprentissage*)
- ▶ an audio CD entitled *Audio CD to Accompany Brass Ring 2: English for Career-Related Communication*
- ▶ a DVD entitled *The Brass Ring Video*

You will access the course website by clicking on the title of the course in the Learning Environment.

The following items are available on the course website:

- ▶ Study Guide
- ▶ Evaluations (assignments)
- ▶ Communication tools: Course Messaging System
- ▶ Recording Tool
- ▶ Final Oral Exam

These are the materials you need to take this course. If you are missing any materials, please contact Cégep@distance immediately.

We will now look at each of these items in more detail.

Study Guide

The Study Guide briefly describes the General Education Component and the course *Communication anglaise, niveau 3* for which you have just registered. It explains our proposed pedagogical approach. It also informs you about how your learning will be evaluated, suggests an approach to studying, and proposes a study schedule.

Textbook

The textbook *Brass Ring 2*, by Lynne Gaetz, explores the theory, abilities, and attitudes needed to achieve the competency developed by this course.

Note: At the beginning of *Brass Ring 2*, you will find a table of contents that lists the nine chapters of Part 1, the ten grammar sections of Part 2, eight appendices and a grammar index. At the beginning of each chapter of Part 1 in the text, you will find a chapter overview. Most chapter overviews include the following elements:

- ▶ Preparation
- ▶ Writing
- ▶ Speaking
- ▶ Reading
- ▶ Listening

The first eight chapters in *Brass Ring 2* cover all four language skills: listening; reading; speaking; and writing. The ninth chapter covers speaking, reading and listening only. The ten grammar sections provide a sound grammar revision. The eight appendices contain helpful supplementary materials. The grammar index at the end of the textbook provides quick access to grammar notions studied in the course.

Workbook

The Workbook (*Texte de cours*) accompanies the textbook, serving as a guide. The Workbook is, if you will, your “teacher,” assisting you with your reading, emphasizing key concepts, adding relevant information and allowing you to check your understanding of the course content periodically. For these reasons, you should always work simultaneously with the textbook and the Workbook.

Each unit of the Workbook includes:

- ▶ a table of contents
- ▶ the competencies to be evaluated
- ▶ the competencies and specific performance criteria to be evaluated
- ▶ explanations to help clarify and draw attention to the main elements of the textbook
- ▶ an answer key

As you progress through the course, your Workbook introduces you to the four or five sections of each chapter in *Brass Ring 2* just as a teacher would in a language classroom; in addition, it indicates the rate at which you should work through the grammar sections. Your Workbook anticipates parts that may be difficult for you to understand, explains these parts carefully and then gives you extra exercises to help you understand more fully. Your Workbook also leads you through various pre-writing and pre-speaking activities—just as a teacher might prepare a class of language students to do a composition or a role-play. Finally, your Workbook acts as a language coach, encouraging you throughout the course to use the language skills you are learning.

After you have read this guide carefully, we suggest that you open your Workbook to the INTRODUCTORY UNIT. This unit reiterates the competencies expected of you and the work you will have to do to achieve these competencies.

After you have completed the INTRODUCTORY UNIT and familiarized yourself with your material, you will want to start the course. Use your Workbook as your guide. Read it carefully. It will explain to you exactly what to do in *Brass Ring 2* and when to correct a *Brass Ring 2* exercise using the answer key at the end of each unit.

Assignments

In this course, you must complete four assignments, each covering a specific part of the material found in the textbook. You will do the first assignment after Unit 3; the second, after Unit 6; the third, after Unit 9; and the fourth, after Unit 12. Note: Units 13, 14 and 15 must be completed before doing the final exams.

Assignments 1 and 3 test two of the four language skills: writing and speaking. Assignments 2 and 4 test three of the four language skills: reading, writing and listening. **It is important to read the instructions** for each part of the assignment very carefully so you know exactly what to do. Your **first assignment** requires that you complete the **speaking part** on the telephone with your tutor during his or her scheduled office hours. Your third assignment requires that you record **the speaking part** on the Cégep@distance voice-mail system (see the *Accueil et directives* brochure for instructions) or using the online recording tool (osmosedev.cegepadistance.ca/audio/index.html). You must complete all parts of each assignment: all incomplete assignments will be returned **uncorrected**.

Note: After you make your first call to your tutor (and leave a message if he or she is unavailable), you have two weeks to complete the oral part of your first assignment. Be sure to say in your message who you are, what course you are taking, why you are calling, and when and where your tutor can reach you.

Final Oral Exam

The final oral exam is part of the final evaluation. You do this exam after completing your four assignments **and** units 13, 14 and 15 of the Workbook. In the Mon cours section of the course website, download the Final Oral Exam (604-SAR-FD_oralExamA.doc). It is important to read the instructions carefully for this exam. When you are ready, call Cégep@distance and record your oral examination on the college's voice-mail system (see the *Accueil et directives* brochure for instructions). You may also use the online audio recording tool available in the Tools section of the course website. This option **ONLY** works with Firefox and Google Chrome.

Course Audio CD

Cégep@distance provides you with one audio CD entitled *Audio CD to Accompany Brass Ring 2: English for Career-Related Communication*.

Course DVD

Cégep@distance provides you with one DVD entitled *The Brass Ring Video*.



EVALUATION

According to Cégep@distance regulations, the evaluation of student achievement is based on assignments and one or two final exams. In total, there are **100 marks** for this course.

Assignments (60%)

Assignments are done at home after you have finished studying the relevant material. Each assignment takes approximately three hours to complete. Be sure to read the instructions for each assignment, as the instructions for each one differ. Do the first assignment after Unit 3; the second, after Unit 6; the third, after Unit 9; and the fourth, after Unit 12.

The following chart shows the distribution of marks and the real value (the value out of the 100 total marks of the course) for each assignment. We recommend that you write your mark on the chart for each assignment once you know your result. This will help you assess your progress.

Assignment	Material covered	Weighting (<i>Pondération</i>)
# 1	Units 1, 2 and 3	Writing ____ /50 Speaking ____ /50 (telephone call) TOTAL ____ /100 marks (Real value: 10%)
# 2	Units 4, 5 and 6	Reading ____ /40 Writing ____ /40 Listening ____ /20 TOTAL ____ /100 marks (Real value: 15%)
# 3	Units 7, 8 and 9	Writing ____ /50 Speaking ____ /50 (voice-mail system or recording tool) TOTAL ____ /100 marks (Real value: 15%)
# 4	Units 10, 11 and 12	Reading ____ /40 Writing ____ /40 Listening ____ /20 TOTAL ____ /100 marks (Real value: 20%)

Final Exam (40%)

The final exams evaluate all four language skills: reading, listening, writing, and speaking. The final ORAL exam evaluates listening and speaking. The two other skills (reading and writing) are evaluated in the final WRITTEN exam. You must complete all four assignments **as well as** all 15 units in your Workbook before doing your final exams.

▶ Final Oral Exam

The Final Oral Exam must be completed and sent to your tutor before the Final Written Exam is attempted. For the oral exam, you will have to listen to the Final Oral Exam CD and answer some questions. You will also make a recording on the Cégep@distance voice-mail system (see the *Accueil et directives* brochure for instructions) or using the online recording tool. This is worth **20%** of the total mark for this course.

▶ Final Written Exam

You will have **three** hours to complete the **Final Written Exam**. The exam is supervised and takes place **at an authorized location**, usually at a college of your choice. The brochure entitled *Accueil et directives* explains how to register for this exam. The exam has two parts: reading and writing. It is worth **20%** of the total mark for this course.

Note: Once you have completed your Final Oral Exam and the Cégep@distance has recorded your final oral examination grade, you will receive an invitation to write the Final Written Exam. For more details, consult subheading E, “Faire mon évaluation – examen(s),” in the evaluation section (IV. EVALUATION) of the *Accueil et directives* brochure.

Your mark for the exams constitutes 40% of your final grade in this course.

Summary:

FINAL EVALUATION

• Final Oral Exam – 20% of the final grade	
Listening – CD	40 marks
Speaking (a recording made on the Cégep@distance voice-mail system or using the online audio recording tool)	60 marks
• Final Written Exam – 20% of the final grade	
Reading	40 marks
Writing	60 marks
	40% ←

Materials permitted for the final evaluation:

- ▶ an English dictionary and a bilingual dictionary

Materials required for the final evaluation:

- ▶ two completed questionnaires (see Unit 14 of the Workbook for details)

Exam results will be communicated to you in a report card issued by Cégep@distance.

Passing Grade

To pass a Cégep@distance course, you must obtain a grade of at least **50%** in each final exam (50% in the Final Oral Exam and 50% in the Final Written Exam) and an overall grade of at least **60%** for the course. To learn more about the requirements for passing a course, we invite you to consult the section on evaluation in the *Accueil et directives* brochure.



SUGGESTED METHODOLOGY

The material in this course was designed to allow you to work as much as possible on your own and to assess your understanding of the course content in a systematic way. Distance learning requires you to organize your study time yourself.

Here are some helpful study suggestions.

Using the Workbook and Textbook

- ▶ Use the Workbook to guide your reading of the textbook, explore the subject matter, and help you pick up new concepts.
- ▶ Read the table of contents in the Workbook as well as in the textbook. Both of these documents have been subdivided into sections to make learning easier.
- ▶ Approach your studies systematically and with discipline.
- ▶ Skim the Workbook table of contents and compare it with that of the textbook each time you begin studying a unit. Then flip through the pages of the textbook, paying attention to the titles of sections and sub-sections. Finally, read the introduction to the unit, noting objectives you are expected to achieve.
- ▶ Follow the process suggested in your Workbook: pay attention to instructions for reading in your textbook. Complete the various exercises proposed in the readings.
- ▶ Take note of useful, complementary information in the Workbook.
- ▶ Ask yourself at every step whether you have understood the concepts under discussion. Would you be able to summarize the material? If not, reread relevant passages of the unit.
- ▶ Get into the habit of using a highlighter to mark passages that seem important. Feel free to write notes in the margins of your textbook as well as in your Workbook.
- ▶ Do each exercise. As soon as you have completed the exercise, correct your answers in the answer key at the end of each unit in your Workbook. Analyse your errors carefully. If need be, return to the grammar explanations, the reading passage, or the listening passage so you can understand your mistakes before proceeding.
- ▶ **Don't forget that you must complete an assignment at the end of UNIT 3, UNIT 6, UNIT 9 and UNIT 12 in your Workbook.**

If you have difficulty, reread the sections on the subject that confuses you. If you still do not understand, write down your questions and contact your tutor.

Doing the assignments

Do each assignment after you have finished studying the related material. There are instructions in the Workbook telling you when to do the assignments. Be sure to pay attention to instructions and guidelines at the start of each assignment.

Note that you must do the speaking activities of Assignments 1 and 3 before uploading your assignment file to the evaluation manager. For the first assignment, this means that you must call your tutor and complete the speaking part over the phone before uploading your assignment file. For the third assignment, this means that you must call Cégep@distance and record the speaking part of the assignment on the college's voice-mail system before uploading your assignment file. Remember that your tutor will not correct Assignments 1 or 3 until you have completed the speaking part, and that **all incomplete assignments will be returned uncorrected.**

If you call your tutor to do the speaking part of your first assignment and he or she is not available, simply leave a message indicating your full name, the name of your course, the reason for your call, your telephone number (including the area code) and a date and time when your tutor can call you back. **Note:** You have two weeks from the time of this first message to complete the speaking part of the assignment.

You must upload your first assignment on its own; you may **not** upload the second assignment at the same time. However, **if your tutor agrees**, you may upload Assignments 2 and 3 together or Assignments 3 and 4 together. Assignments are to be completed consecutively (Assignment 1 first, then 2, etc.).

Preparation for the Evaluation

The best way to prepare for the evaluation is to familiarize yourself with the learning material, to complete the assignments carefully, and to review the description of the competencies and their elements. Paying attention to your tutor's comments on your corrected assignments is also very helpful.

The questions on the final exams are similar to those in the assignments. Use the same approach you used in the assignments when answering questions on the exams.

The Final ORAL Exam (20% of the final mark for this course)

- ▶ Record your Final Oral Exam using the Cégep@distance voice-mail system (see the *Accueil et directives* brochure for instructions) or the online audio recording tool (osmosedev.cegepadistance.ca/audio/index.html).
- ▶ Make your recording; then send the Final Oral Exam file(s) to your tutor.

- ▶ If you obtain a passing grade on the Final Oral Exam, you may register for the Final Written Exam.
- ▶ Try to get as much speaking practice as possible before doing the Final Oral Exam.
- ▶ It is also helpful to discuss your topic with someone as a warm-up exercise before recording your exam.
- ▶ Listening to television and radio programs in English is always helpful, especially as a warm-up exercise before the exam.

The Final WRITTEN Exam (20% of the final mark for this course)

- ▶ The Written Final Exam has two components: reading and writing.
- ▶ Be sure to bring to the exam all the materials listed in the “Materials permitted for the final evaluation” and “Materials required for the final evaluation” sections of this guide.
- ▶ Reviewing your assignments, grammar, and vocabulary before the Final Written Exam will help you remember what you have learned in this course.



PEDAGOGICAL SUPPORT

Although this course has been designed so that you can learn by yourself, you are by no means alone. Cégep@distance offers you the help and support of a tutor.

The tutor can be a valuable resource in moments of need. Feel free to contact him or her by telephone or Internet to discuss your concerns or to ask questions. Your tutor is there to help you learn.

The tutor also corrects your assignments and final exams. He or she can offer you comments, detailed explanations, sound advice and encouragement—all to help you succeed.

Remember that Cégep@distance offers individual pedagogical assistance, answering any questions you may have about your academic progress. Cégep@distance has a range of publications—on time management, on tips for successfully completing distance-learning courses, and on stress and exams—that can be useful in your studies.

For more information on pedagogical support, consult the *Accueil et directives* brochure.



PROPOSED STUDY SCHEDULE

You have **six months** to do the assignments that assess your learning of the course content. We suggest that you begin studying as soon as you receive the learning material.

Before you begin, choose the days of the week when you will work on the course. Set up a schedule by reserving fixed work periods during the day.

The weighting (*pondération*) for this course is 2-1-3; in other words, each week entails two hours of theory, one hour of lab time, and three hours of assignment work.

	Theory	Lab	Assignment	Total
Each week	2 hrs	1 hr	3 hrs	6 hrs
Over 15 weeks	30 hrs	15 hrs	45 hrs	90 hrs

The amount of time required to study each unit and complete related activities varies according to their relative importance within the course as a whole. Each assignment should take about three hours to complete.

Below is an estimate of how much time you will need to study each unit, complete the assignments and perform the final evaluation.

Workbook Unit	Study and Exercises	Assignments	Final Evaluation
Introductory Unit	6 hours (1 week)		
Units 1, 2 and 3	15 hours (3 weeks)	3 hours	
Units 4, 5 and 6	15 hours (3 weeks)	3 hours	
Units 7, 8 and 9	15 hours (3 weeks)	3 hours	
Units 10, 11 and 12	15 hours (3 weeks)	3 hours	
Units 13, 14 and 15	12 hours (2 weeks)		
Total	78 hours	12 hours	
90 hours of learning activities			3 hours

The information in the above chart will help you make a realistic study schedule. At the end of this guide, you will find a proposed study schedule (which you can remove and place where you can refer to it often) for a 15-week period.

Below is a model to show you how to fill out a study schedule.

(A) Week beginning		(B) Study and exercises	(C) Assignment	(D) Consulting Tutor
1	Feb. 12	Unit 1 Up to section x Sections I to III		✓
2	Feb. 19	Up to section x Sections IV to V	✓ Assignment 1 "Part I"	✓
3	Feb. 26	Up to section x Section VI	✓ "Part II"	✓

A : Indicates the starting date of your study week.

B : Indicates the sections of material to study and the lab work to complete.

C : Indicates the **assignment** to complete (if any) for the material studied.

D : Indicates when to consult the tutor.

✓ : Indicates with a check mark that the work has been done.



You now have all the information necessary to begin your studies. We wish you enjoyment and satisfaction on your journey through this course.

Study Schedule			
Week beginning	Study and exercises	Assignment	Consulting the tutor
1	Introductory Unit and Unit 1		
2	Unit 2		
3	Unit 3	Assignment 1 completed on _____	
4	Unit 4		
5	Unit 5		
6	Unit 6	Assignment 2 completed on _____	
7	Unit 7		
8	Unit 8		
9	Unit 9	Assignment 3 completed on _____	
10	Unit 10		
11	Unit 11		
12	Unit 12	Assignment 4 completed on _____	
13	Unit 13		
14	Unit 14		
15	Unit 15		
16	Review	Final Evaluation	



