Description
This course of study outlines the sequence of learning activities to help you demonstrate competence in Foundations of Language and Communication. Your competence will be assessed through an objective assessment (LCO1). Depending on your educational background and work experience, this course of study can take up to five weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

Introduction
Welcome to the Foundations of Language and Communication Course of Study at Western Governors University! Here at WGU, we have worked to build added support into each course of study. If at any time you require additional assistance or have any questions during your progress through this course of study, please feel free to contact the course mentors for this area: Alice Stefaniak, Georgia Reuter, Patricia Ploesch, and Wendy Pickett (languageandcommunication@wgu.edu).

Course Mentor ............... Wendy Pickett
Email ................................ languageandcommunication@wgu.edu
Telephone .......................... 1-866-895-9660, x2036
Office Hours ....................... Monday, 8:00 am – 5:00 pm, Central Time
                               Tuesday, 11:00 am – 6:00 pm, Central Time
                               Wednesday, 11:00 am – 5:00 pm, Central Time
                               Thursday, 10:00 am – 8:00 pm, Central Time
                               Friday, 8:00 am – 5:00 pm, Central Time

Course Mentor .................. Alice Stefaniak
Email .......................... languageandcommunication@wgu.edu
Telephone .......................... 1-866-895-9660, x5279
Office Hours ................... Monday, 9:00am – 5:00pm, Central Time
                               Tuesday, 9:00am – 5:00pm, Central Time
                               Wednesday, 11:00am – 7:00pm, Central Time
                               Thursday, 11:00am – 7:00pm, Central Time
                               Friday, 9:00am – 5:00pm, Central Time

Course Mentor .................. Patricia Ploesch
Email .......................... languageandcommunication@wgu.edu
Telephone ......................... 1-866-895-9660, x5507
Office Hours ...................... Monday, 8:00 am –12:00 pm, 1:00 pm – 5:00 pm, Pacific Time
                               Tuesday, 8:00 am – 11:00 am, 4:00 pm – 9:00 pm, Pacific Time
                               Wednesday, 8:00 am –12:00 pm, 1:00 pm – 5:00 pm, Pacific Time
                               Thursday, 8:00 am – 12:00 pm, 1:00 pm – 5:00 pm, Pacific Time
                               Friday, 8:00 am – 4:00 pm, Pacific Time
Overview
This academic discipline, Foundations of Language and Communications, will help you focus on techniques and methods of comprehending complex written text; reading critically and efficiently; engaging in inquiry and research; evaluating information; documenting sources; adapting communication to specific audiences and purposes; engaging in writing processes; demonstrating logic, clarity, and persuasiveness in writing; observing language conventions; and preparing for and delivering an oral presentation. Knowledge of these topics is essential not only for your success in your college studies (writing papers, researching topics, making presentations) but also to help you immensely in your chosen career path. Being good at writing and presenting information will help you gain the confidence to take on many projects or tasks you would not attempt otherwise. In order to help you understand techniques of mastering these topics, you will have the opportunity to engage critically with readings, activities, and writing examples that help you demonstrate competency in this subject. This course of study will provide a broad overview of these techniques and methods. Ultimately, this course is designed for individuals in all areas of study to achieve a greater understanding and appreciation of what it means to understand these foundational studies.

Assessments
This course of study is designed to prepare you for the LCO1, an objective assessment that will be administered at a secure testing center. You will have four hours to complete 63 objectives in 11 sections. (There are 135 and 137 items on the respective forms.)

The Foundations of Language and Communication assessment (LCO1) covers the following topics:

- Comprehending complex written texts
- Reading critically and efficiently
- Engaging in inquiry and research
- Evaluating information
- Documenting sources in APA style
- Adapting communication to specific audiences and purposes
- Engaging in writing processes
- Demonstrating logic, clarity, and persuasiveness in writing
- Observing language conventions (grammar)
- Preparing for an oral presentation
For a more detailed explanation of the concepts you will be expected to demonstrate your competency in, please see the competency list below.

**Competency 103.1.1: Reading With Comprehension**
The graduate reads narrative and expository passages with comprehension, extracting main ideas and supporting details from texts, using the context to derive meaning.

**Competency 103.1.2: Reading Critically**
The graduate reads critically, identifying relationships and differentiating between fact and opinion, bias, and logical reasoning.

**Competency 103.1.3: Reading Efficiently**
The graduate reads efficiently, surveying the initial text and incorporating effective reading and reviewing strategies.

**Competency 103.2.1: Inquiry and Research**
The graduate uses inquiry and research to retrieve information from oral, written, or electronic sources to inform an audience about complex subjects.

**Competency 103.2.2: Evaluating Information**
The graduate accurately evaluates the validity, reliability, and significance of information in a given context.

**Competency 103.2.3: Documenting Sources**
The graduate documents sources accurately.

**Competency 103.3.1: Adaptation**
The graduate adapts the style and format of a message to suit different audiences or purposes.

**Competency 103.3.2: Writing Process**
The graduate understands and uses the writing process to produce well-constructed informational texts.

**Competency 103.3.3: Writing Conventions**
The graduate follows established conventions for correct sentence structure, grammar, usage, and mechanics.

**Competency 103.3.4: Logic, Clarity, and Persuasiveness**
The graduate distinguishes fact from opinion and presents a position that is supported by evidence that is presented clearly, logically, and persuasively.

**Competency 103.4.1: Organizing Ideas**
The graduate effectively organizes ideas for oral presentation.

**Competency 103.4.2: Presentation Technique**
The graduate presents information to an audience using effective verbal and nonverbal communication strategies and techniques.

**Required Learning Resources:**
MyReadingLab, MyWritingLab, and MyCompLab—Online, independent learning resource (ILR) in CourseCompass. This ILR also contains an e-text version of the following required textbooks:

**Week 1**

**Preparing for Success**

In this subject you will be introduced to the learning resources that you will need in order to achieve success in this area of study. Below you will find instructions on how to order and access the resources that are available to you.

**The Learning Resources**

The following activities will guide you through acquiring and accessing the learning resources required for this area of study. (See listing on the “Resources” tab of your AAP to enroll or order.)

- **CourseCompass**
  Register for CourseCompass Reading, Writing, and Composition:
  - Open your AAP.
  - Click on “LCO1” under the “Assessment Codes” column.
  - Click on the “Learning Resources” tab.
  - “Reading, Writing, and Composition” should appear as a learning resource.
  - Click on the “Enroll Now” link under the “Status” column.
  - Click the “Enroll Now” button.

When you access the Pearson Reading, Writing, and Composition online learning resource for the first time, you will need to select a course ID for MyReadingLab and MyWritingLab. These course IDs are sent to you in an enrollment e-mail from CourseCompass and are listed below. Make sure you select the “Join Instructor’s Course” option and **not** the “Self-study” option. There is additional sign-in help listed on the CourseCompass homepage.

- **E-Texts and Online Learning Labs**
  Follow these steps to access your e-texts and online learning labs:
  1. First, you need to enroll in the CourseCompass learning resource called Reading, Writing, and Composition by Pearson (located on the “Available Resources” tab in your AAP). Then you will get an e-mail from the Learning Resources Department that contains your CourseCompass log-in ID and password information. If you cannot find this e-mail, please have your mentor contact the Learning Resources Department, and they can retrieve it for you.
  2. When you get to the CourseCompass log-in page, enter your log-in information.
3. Once you have logged in, the purple menu on the side will take you to the e-texts (click on “E-Books”) and the learning labs. You do not need an access code for the e-texts.

4. When you click on MyReadingLab and MyWritingLab for the first time, you will need access codes, which are listed below. For both MyReadingLab and MyWritingLab, make sure your select the “Join Instructor’s Course” option and not the “Self-Study” option. There is additional sign-in help listed on the CourseCompass homepage. You do not need an access code for MyCompLab or for the e-texts.

**MyReadingLab**

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<tr>
<th>Student Last Name</th>
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<td>A–B</td>
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**Code for MyWritingLab**: Arts00220001W
Order Hardcopy Textbooks (Optional)
Electronic versions of the texts aligned to this course of study are included at no extra charge in the Reading, Writing, and Composition learning resource you will enroll in through your AAP. If you would like hard copies of the texts, you are encouraged to purchase them at your own convenience and expense. These are the following:


*Note: The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.*

Obtain a Study Journal
You may find it helpful to create a study journal to use as an additional study tool. This could be a notebook or folder to keep all notes, documents, and information regarding the Language and Communication domain.

Join the Learning Community
If after using all of these learning resources you need further assistance, please feel free to post a question in the learning community or contact the course mentors: Wendy Pickett, Alice Stefaniak, Patricia Ploesch, and Georgia Reuter (languageandcommunication@wgu.edu).

Take the Student Self-Assessment
Before you begin your preparations for the LCO1 assessment, you should complete the Student Self-Assessment (SSA) for this area. You can access the SSA by following these instructions:

- Click on this link: 
  https://web5.wgu.edu/aap/content/LCO1%20SSA_11_09.doc
- Download the Student Self Assessment to your computer
- Follow the directions on the Student Self Assessment rating your knowledge of the various topic areas
- Forward your results to your mentor of record.

This Student Self-Assessment can be taken on your computer at home or any other convenient location. Do not use your notes or texts when completing the Student Self-Assessment. This will help indicate areas you will need to study before taking the LCO1 preassessment and LCO1 assessment. Depending on how you scored yourself on the self-assessment, you may be able to take the preassessment sooner. This should only be done in consultation with your mentor of record.

Reading Complex Texts
Discerning meaning from a variety of different source material can be as difficult to do as deciding what things are the main ideas of a passage, which is a challenge for many people. The activities for this subject will introduce you to the concepts associated with the topic of reading complex texts.
Background Information
College-level reading can be demanding. Comprehending complex texts requires an active reader who employs various strategies to aid understanding. The college-level reader is able to determine how a particular reading assignment relates to other information sources, to the reader’s own learning, and to the immediate purpose for reading.

Competency 103.1.1: Reading With Comprehension
The graduate reads narrative and expository passages with comprehension, extracting main ideas and supporting details from texts, using the context to derive meaning.

Competency 103.1.3: Reading Efficiently
The graduate reads efficiently, surveying the initial text and incorporating effective reading and reviewing strategies.

Main Ideas and Details
Your study of main ideas and details includes resources from your textbook and MyReadingLab. Be sure to utilize this resource, as it provides a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

☐ Chapter Reading: The Reader’s Handbook
Read the following chapters in The Reader’s Handbook:
- Chapter 4 (“Main Idea”)
- Chapter 5 (“Details”)

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
- How do readers determine the main idea(s) as they read?
- How do readers recognize important details that support the main idea?

Note: Main idea refers to the writer’s main observation about the topic. For example, global warming is a topic, but a main idea might be that global warming will eventually erode the coastlines of every continent, which will affect where many people will be able to live.

These chapters contain crucial information that you will use throughout your college experience. If you have difficulty with the material, please contact a course mentor, attend a chat on one of the topics, and read the chat logs listed in the “Documents” section of the LCO1 Learning Community.

The exercises in the e-texts are optional but recommended. If you want to check your work, please visit the “Reader’s Handbook: Q&A” discussion thread in the LCO1 Learning Community to post your answers for review.

☐ MyReadingLab
Complete the following activities in MyReadingLab: “Main Idea—Maine Woods,” “Supporting Details—St. Louis Arch, Missouri.”

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
- What strategies do adult readers use to understand written texts?
- How do readers determine the main idea(s) as they read?
- How do readers recognize important details that support the main idea?
Note: The MyReadingLab by Pearson uses a “check mark” and percentage score system for grading your quiz results. Because the questions are weighted according to difficulty, some topics require higher scores for “mastery” (a check mark) than others. Please use your own judgment when reviewing your MyReadingLab scores. You may move on to the next topic when you feel you have mastered the material.

Your MyReadingLab scores do not have an effect on your grade for the final assessment. If you are struggling with the format of the MyReadingLab quizzes, please complete the Additional Skill Builders listed for each topic here in the COS or contact a Course Mentor for assistance.

To access MyReadingLab, follow these steps:

Note: When you access the Reading, Writing, and Composition learning resource for the first time, you will need to select a course ID. Enter Course ID Arts00008962R for MyReadingLab. Make sure you select the “Join Instructor’s Course” option and NOT the “Self-study” option. There is additional sign-in help listed on the “CourseCompass” homepage.

1. Log in to the Reading, Writing, and Composition learning resource using the information you received when you enrolled in the resource (the log-in page displays the title “CourseCompass”).
2. The first page you encounter after logging in contains important announcements in the center panel. Please read these announcements.
3. The menu on the right-hand side of the screen gives you access to the different areas of the Reading, Writing, and Composition learning resource. Click on the link for MyReadingLab.
4. A link and icon will appear for MyReadingLab. Click on it, and you will be taken to the homepage for MyReadingLab. From here you can track your activity in the resource and view your completed activities.
5. To access the readings for Module 3—Activity 3, click on the tab called “Study Plan.” On this page you will see a list of linked readings and activities. Find the titles listed in your current module, such as “Main Ideas—Maine Woods,” and click through the links. Complete the readings and activities.

Complete Competence Builder: Main Idea and Supporting Details

What is a Competence Builder?
Competence builders are interactive activities listed in the course of study and completed in the LCO1 Learning Community. Competence builders are activities that will help you think outside the box (or outside the e-text, as the case may be) regarding your assessment content.

Why Should You Participate in Competence Builders?
• Competence builders are designed to give you experience with the many learning resources available to you (e.g., website links, online labs).
• Competence builders give you a real-world application for the content you are learning for the assessment.
• Competence builders get you in touch with other students studying for the assessment and give you the chance to interact with other students in the LCO1 Learning Community, so get involved and have a fun time with these activities!

Competence Builder: Main Idea and Supporting Details
When you have finished this week's assigned reading in *The Reader's Handbook*, select two strategies for finding the main idea or supporting details that you have not previously used. Is there a strategy that you have taken and modified to suit your own learning needs?

Go to the LCO1 Learning Community and post your findings in the thread "Week 1 Competence Builder: Main Idea and Supporting Details." Take a moment to look at the other posts and make replies.

**Clarifying Meaning**

Your study of clarifying and confirming meaning includes resources from your textbooks, MyReadingLab activities, and additional skill builders. Be sure to utilize these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

☐ **Chapter Reading: The Reader's Handbook**

Read the following chapters in *The Reader's Handbook*:

- Chapter 2 (“Strategic Reading”)
- Chapter 6 (“Organizational Patterns”)
- Chapter 9 (“Reading Graphics”)
- Chapter 12 (“Techniques for Remembering Textbook Information”)

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- What strategies do adult readers use to understand written texts?
- How do readers determine the main idea(s) as they read?
- How do readers recognize important details that support the main idea?
- How do readers interpret graphs or visual elements?
- How do readers use the conventions of a genre to determine meaning?

☐ **Chapter Reading: SF Writer**

Read the following in *SF Writer*:

- Chapter 13 (“Designing Effective Documents”) on pages 124–133
- Chapter 19 (“Visual Arguments”) on pages 210–216

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- How do visual elements in a text contribute to overall meaning?
- How do readers interpret graphs or visual elements?

☐ **MyReadingLab**


Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- What strategies do adult readers use to understand written texts?
- How do visual elements in a text contribute to overall meaning?
- How do writers organize information for different types of writing tasks?
- Why do different types of writing situations require different types of language?
- Why do different types of writing situations require different types of evidence?
Why do different types of writing situations require different levels of elaboration?

☐ Additional Skill Builders: Reading Comprehension Practice Tests
URLs:
Cengage Learning
http://college.hmco.com/devenglish/resources/reading_ace/students/

Reading Comprehension
http://www.spjc.edu/webcentral/admit/Placement/reading.htm

Follow the “Cengage Learning” and “Reading Comprehension” web links for additional college-level, reading-comprehension practice tests.

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
- What strategies do adult readers use to understand written texts?
- How do readers determine the main idea(s) as they read?
- How do readers recognize important details that support the main idea?

☐ Additional Skill Builders: Strategies for Improving Comprehension
URL:
Learning Strategies Database
http://www.muskingum.edu/~cal/database/general/reading.html

Follow this link for an overview of reading comprehension and specific strategies for improving comprehension.

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
- What strategies do adult readers use to understand written texts?
- How do readers determine the main idea(s) as they read?
- How do readers recognize important details that support the main idea?

Week 2

Collegiate Reading Skills

Reading critically means analyzing information you read and being able to discern fact from opinion. It also involves setting aside any subjectivity you bring to the topic and looking at the views being expressed as objectively as possible. The activities for this subject will introduce you to the concepts associated with developing collegiate reading skills.

Background Information

As you read, you must think seriously about the views and opinions you bring to a piece of reading as well as the views and opinions expressed by the author. Ultimately, you will determine the value of the ideas presented in the text. Reading critically does not mean being critical of everything you read; rather, it means finding what is good and what is not in what you read.
Competency 103.1.2: Reading Critically
The graduate reads critically, identifying relationships and differentiating between fact and opinion, bias, and logical reasoning.

Making Inferences
Your study of making inferences includes resources from your textbook and MyReadingLab activities. Be sure to utilize these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

☐ Chapter Reading: The Reader’s Handbook
Read the following chapters in The Reader’s Handbook:
• Chapter 3 (“Vocabulary”)
• Chapter 7 (“Inference”)

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• How do readers identify the difference between implied and inferred meaning?
• How do readers make inferences or draw conclusions from a text?
• How do readers determine the intended meaning of unfamiliar words, specialized language, or multiple meaning words?

Point of View, Biases, and Inconsistencies
Your study of point of view, biases, and inconsistencies includes resources from your textbook. Be sure to utilize this resource, as it provides a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

☐ Chapter Reading: The Reader’s Handbook
Read the following chapters in The Reader’s Handbook:
• Chapter 8 (“Point of View”)
• Chapter 10 (“Critical Thinking”)
• Chapter 20f (“How Do You Read Electronic Material Critically?”)

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• How do readers determine point of view in a text?
• How do readers identify biases in a text?
• How do readers recognize important relationships between ideas in a written passage?
• How do readers recognize contradictory or unsupported elements in a written passage?

Reading Texts Critically
Your study of reading texts critically includes resources from your textbooks, MyReadingLab activities, and additional skill builders. Be sure to utilize these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

☐ Chapter Reading: The Reader’s Handbook
Read the following in The Reader’s Handbook:
• Chapter 3 (“Vocabulary”) on pages 59–66
Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- How do readers recognize important relationships between ideas in a written passage?
- How do readers recognize point of view or bias as they read?
- How do readers recognize contradictory or unsupported elements in a written passage?
- How do readers recognize the range of meanings implicit in an author’s language choices?
- What are critical thinking fallacies?
- How do readers recognize redundancy in a text?

Chapter Reading: SF Writer
Read the following in SF Writer:
- Chapter 3 (“Making a Point”) on pages 24–27
- Chapter 10 (“Writing Effective Sentences”) on page 81
- Chapter 18 (“Strategies of Argument”) on pages 182–185
- Glossary on pages 575–578

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- How do readers recognize important relationships between ideas in a written passage?
- How do readers recognize point of view or bias as they read?
- How do readers recognize contradictory or unsupported elements in a written passage?
- How do readers recognize the range of meanings implicit in an author’s language choices?
- What are critical thinking fallacies?
- How do readers recognize redundancy in a text?

Chapter Reading: Writing: A Guide for College and Beyond
Read the following in Writing: A Guide for College and Beyond:
- Chapter 2 (“Reading to Explore”) on pages 18–19
- Chapter 3 (“Planning a Journey”) on pages 34–35
- Chapter 13 (“Arguing for a Position”) on pages 466–469
- Chapter 23 (“Thinking Visually”) on pages 656–661
- Chapter 24 (“Creating Visuals”) on page 663
- Chapter 30 (“Writing Effective Sentences”) on page 709

Note: The e-text for this book sometimes includes pages that say "refer to your textbook." These pages are not included in the e-text due to copyright reasons. If you see them in chapter 2, please ignore them. These pages are not needed for the assessment.
Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- How do readers recognize important relationships between ideas in a written passage?
- How do readers recognize point of view and/or bias as they read?
- How do readers recognize contradictory and/or unsupported elements in a written passage?
- How do readers recognize the range of meanings implicit in an author’s language choices?
- What are critical thinking fallacies?

MyReadingLab

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- How do readers recognize important relationships between ideas in a written passage?
- How do readers recognize the difference between implied and inferred meaning?
- How do readers recognize point of view and/or bias as they read?
- How do readers determine tone in a text?
- How do readers recognize contradictory and/or unsupported elements in a written passage?
- How do readers recognize the range of meanings implicit in an author’s language choices?
- How do readers determine the intended meaning of unfamiliar words, specialized language, or multiple meaning words?

Additional Skill Builders: Reading Checklist

Follow the “UNILearning” web link for a critical reading checklist, which originates from the University of Wollongong in Australia.

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- How do readers recognize important relationships between ideas in a written passage?
- How do readers recognize point of view and/or bias as they read?
- How do readers recognize contradictory and/or unsupported elements in a written passage?
- How do readers recognize the range of meanings implicit in an author’s language choices?
- What are critical thinking fallacies?

Additional Skill Builders: Practical Tips
URL: Practical Tips for Reading Critically-Academic Prose http://gsi.berkeley.edu/resources/discussion/read_crti.html
Follow the “Practical Tips for Reading Critically-Academic Prose” web link for tips from the University of California—Berkeley’s teaching resource center.

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- How do readers recognize important relationships between ideas in a written passage?
- How do readers recognize point of view and/or bias as they read?
- How do readers recognize contradictory and/or unsupported elements in a written passage?
- How do readers recognize redundancy in a text?

☐ Competence Builder: Critical Reading Real-life Examples

URL:
UniLearning

Go to the link above. Select a reading strategy that you currently use or would like to try in the future.

Select and copy the reading strategy, and then go to the LCO1 Learning Community thread called “Week 2 Competence Builder: Critical Reading.” Paste your strategy information into a post, and then comment on the benefits of this strategy (whether you have used it in the past or expect to use it in the future).

Include a real-world example of text you have recently read (e.g., newspaper, textbook, novel) in which this strategy would help your interpretation.

Week 3

Tools for Writing and Research, Part 1

What are the rules of grammar, sentence structure, usage, and mechanics, and how can these things help you become a better writer and communicator? The following activities will introduce you to the concepts associated with Tools for Writing and Research, Part 1.

Background Information

Using appropriate writing mechanics makes your work easier to read and comprehend. Grammar errors distract readers from your content and limit your credibility as a writer. One of the keys to using good grammar is practice, and this week’s activities will provide you with many opportunities to sharpen your skills.

Competency 103.3.3: Writing Conventions

The graduate follows established conventions for correct sentence structure, grammar, usage, and mechanics.

Competency 103.2.3: Documenting Sources

The graduate documents sources accurately.
Grammar

Your study of grammar includes resources from your textbooks, MyCompLab activities, and additional skill builders. Be sure to utilize these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

□ MyCompLab

Complete these activities in MyCompLab: “Grammar Diagnostics—Diagnostic 1” and the “Exercise Zone” activities suggested by your results.

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- What are the standard conventions of English grammar?
- What are the most common errors in grammar, usage, punctuation, and sentence structure?
- How can you easily correct common grammar errors?

To access the MyCompLab resource, follow these steps:

1. Log in to the Reading, Writing, and Composition learning resource using the information you received when you enrolled in the resource (the log-in page displays the title “CourseCompass”).
2. The first page you encounter after logging in contains important announcements in the center panel. Please read these announcements.
3. The purple menu on the right-hand side of the screen gives you access to the different areas of the Reading, Writing, and Composition learning resource. Click on the link for MyCompLab.
4. An initial link will appear at the top of the page, followed by an icon, and then several more links. Important: First click the last link under the icon, “Click here to launch browser tune-up.” Follow the instruction to make sure your browser is ready for the resource. Do not click any of the other links under the icon, as you may receive an error message.
5. The next page you see will have three main divisions in the center. For the first listing in this module, you will be using the first section, “Grammar.” Find the link for “Grammar Diagnostics” in this middle section, and click it.
6. Take “Comprehensive Grammar Diagnostic 1.” You will get automatic results from the diagnostic test. Once you have your results, go to the link called “Exercise Zone” to work on specific grammar topics.

   Note: If you are an “English as a Second Language” (ESL) student, you may want to visit the link called “ESL Exercise Zone.”

7. You may take as many of the “Targeted Grammar Diagnostics” as you like. When you have completed your study of grammar, go back and take “Comprehensive Grammar Diagnostic 2” to see your progress.

8. For an extensive assortment of additional grammar activities and explanations, please visit the sites listed in the “Web Links” category on the main menu page of MyCompLab. This link is located under the link for “Grammar Video Tutorials.”

☐ MyCompLab

View the grammar section, “Grammar Video Tutorials” in MyCompLab as needed.

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• What are the standard conventions of English grammar?
• What are the most common errors in grammar, usage, punctuation, and sentence structure?
• How can you easily correct common grammar errors?

☐ Chapter Reading: SF Writer

Based on your scores in the MyCompLab grammar diagnostics, review the following chapters in SF Writer:
• Chapter 37 (“End Punctuation”)
• Chapter 38 (“Commas”)
• Chapter 39 (“Semicolons and Colons”)
• Chapter 40 (“Quotation Marks and Ellipses”)
• Chapter 41 (“Parentheses and Brackets”)
• Chapter 42 (“Dashes, Hyphens, and Slashes”)
• Chapter 43 (“Italics and Capitalizations”)
• Chapter 44 (“Apostrophes, Abbreviations, and Numbers”)
• Chapter 45 (“Spelling, Dictionary, Thesaurus”)

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• What are the standard conventions of English grammar?
• What are the most common errors in grammar, usage, punctuation, and sentence structure?
• How can you easily correct common grammar errors?

Create a visual organizer or other visual aid (chart or graphic) listing these grammar rules in order to remember them more clearly.

☐ Chapter Reading: Writing: A Guide for College and Beyond

Based on your scores in the MyCompLab grammar diagnostics, review the following chapters in Writing: A Guide for College and Beyond:
• Chapter 30 (“Writing Effective Sentences”)
• Chapter 31 (“Avoiding Errors”)
• Chapter 32 (“Understanding Punctuation and Conventions”)
Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- What are the standard conventions of English grammar?
- What are the most common errors in grammar, usage, punctuation, and sentence structure?
- How can you easily correct common grammar errors?

☐ Additional Skill Builders: Grammar and Punctuation
URL:
GrammarBook.com
http://www.grammarbook.com/
EasyWriter
http://bcs.bedfordstmartins.com/easywriter3e/20errors/

Follow these links for online reference on grammar and punctuation.

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- What are the most common errors in grammar, usage, punctuation, and sentence structure?
- How can you easily correct common grammar errors?

Documenting Sources in APA Style
Your study of documenting sources in APA style includes resources from your textbooks, study tips, MyCompLab, Research Navigator, and additional skill builders. Be sure to utilize these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

College-level writing often requires the writer to retrieve information from oral, written, or electronic sources. Your evidence may come from primary or secondary sources. In order to properly share this evidence with others, writers document their sources by following American Psychological Association (APA) guidelines. Additionally, in order to avoid plagiarism, writers must learn its definition and characteristics.

☐ Study Tip: What is Needed for APA Documentation?
APA citation may seem mysterious at first glance, but mastering APA style just requires three simple steps:
1. Identify the type of source you are using (e.g., a chapter from a book, a website without an author, a database article with an author).
2. Select one of the many WGU APA resources (a few are listed below), and locate an example for your source type.
   - SF Writer e-text, chapter 28
   - Writing: A Guide for College and Beyond, chapter 22
   - The OWL at Purdue: http://owl.english.purdue.edu/owl/resource/560/01/
3. Match your citation information to the example in the APA resource. It’s that easy!

☐ MyCompLab
Complete these activities in the MyCompLab research section entitled “Citation Diagnostics and Exercises” (APA format).
To access the MyCompLab resource, follow these steps:

1. Log in to the Reading, Writing, and Composition learning resource using the information you received when you enrolled in the resource (the log-in page displays the title “CourseCompass”).
2. The first page you encounter after logging in contains important announcements in the center panel. Please read these announcements.
3. The purple menu on the right-hand side of the screen gives you access to the different areas of the Reading, Writing, and Composition learning resource. Click on the link for MyCompLab.
4. An initial link will appear at the top of the page, followed by an icon, and then several more links. Important: First click the last link under the icon, “Click here to launch browser tune-up.” Follow the instruction to make sure your browser is ready for the resource. DO NOT click any of the other links under the icon, as you may receive an error message.
5. The next page you see will have three main divisions in the center. You will be using the third section, “Research.” Find the link for “Citation Diagnostics and Exercises,” and click it.
6. Select “APA Style,” and complete the diagnostic. You will get automatic results from the diagnostic test.

☐ Chapter Reading: SF Writer
Read the following chapter in SF Writer:
• Chapter 28 (“APA Documentation”)

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• What are the basic American Psychological Association (APA) conventions for in-text or parenthetical citation and for reference page citation?
• How are author names and source titles capitalized and punctuated?
• How are publishers and publication dates listed?
• If a source lacks a listed author, what options do you have for citation?
• How do citations for major genres of sources differ (e.g., book, newspaper, magazine, website, online database, website)?

☐ Chapter Reading: Writing: A Guide for College and Beyond
Read the following chapter in Writing: A Guide for College and Beyond:
• Chapter 22 (“APA Documentation”)

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• What is the exact format of an in-text citation?
• What is the exact format of a reference for the reference page?
• What are your citation options for online sources, including sites that contain documents?
• How is a reference page formatted?

☐ Research Navigator
Read the following in Research Navigator (CourseCompass resource): End Notes and Bibliography—“Using APA Style.”
Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- What are the basic American Psychological Association (APA) conventions for in-text or parenthetical citation and for reference page citation?
- How are author names and source titles capitalized and punctuated?
- How are publishers and publication dates listed?
- If a source lacks a listed author, what options do you have for citation?
- How do citations for major genres of sources differ (e.g., book, newspaper, magazine, website, online database, website)?

To access Research Navigator, follow these steps:

1. Log in to the Reading, Writing, and Composition learning resource using the information you received when you enrolled in the resource (the log-in page displays the title “CourseCompass”).
2. The first page you encounter after logging in contains important announcements in the center panel. Please read these announcements.
3. The menu on the right-hand side of the screen gives you access to the different areas of the Reading, Writing, and Composition learning resource. Click on the link for “Research Navigator.”
4. A link and an icon will appear for “Research Navigator.” Click the link, and you will be delivered to the Research Navigator homepage.
5. To access the first article listed above, click on the top tab called “The Research Process.” On the right-hand side of the screen you will see a white box that contains linked article titles.
6. Click on the link to the first article listed above, “Understanding and Avoiding Plagiarism.”
7. Follow steps 5 and 6 above for the remaining article listed above, remembering to click new tabs at the top of the page when appropriate.

Avoiding Plagiarism
Your study of avoiding plagiarism includes resources from your MyCompLab activities, Research Navigator readings, study tips, and additional skill builders. Be sure to utilize these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

- **Chapter Reading: SF Writer**
  Read the following in *SF Writer*:
  - Chapter 4 (“Steering Clear of Plagiarism”)
  - Chapter 24 (“Using Sources Responsibly”)

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- What behaviors constitute plagiarism?
- How can you avoid plagiarism?
- What is paraphrase?
- How is plagiarism defined, and what are its characteristics?

- **Chapter Reading: Writing: A Guide for College and Beyond**
  Read the following in *Writing: A Guide for College and Beyond*:
  - Chapter 20 (“Avoiding Plagiarism”) on pages 590–597
Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- What behaviors constitute plagiarism?
- How can you avoid plagiarism?
- What is paraphrase?
- How is plagiarism defined, and what are its characteristics?

☐ MyCompLab
Review the MyCompLab research section entitled “Avoiding Plagiarism.”

Many people think plagiarism is copying the words of another verbatim. That is one aspect of plagiarism, but there are more subtle forms to watch for in your writing. These readings will help you learn to identify multiple types of plagiarism.

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- What behaviors constitute plagiarism?
- How can you avoid plagiarism?
- What is paraphrase?
- How is plagiarism defined, and what are its characteristics?

☐ Research Navigator Article
Read the following in Research Navigator (CourseCompass resource):

- Research Process—“Understanding & Avoiding Plagiarism”
- End Notes & Bibliography—“Using APA Style”

These readings will help you learn to identify multiple types of plagiarism.

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- What behaviors constitute plagiarism?
- How can you avoid plagiarism?
- What is paraphrase?
- How is plagiarism defined, and what are its characteristics?

☐ Additional Skill Builders: Avoiding Plagiarism

URL:
Plagiarism
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#plagiarized

Follow the “Plagiarism” web link for advice on how to avoid plagiarism.

Pay close attention to and take notes in your study journal on the following question as you review this reference material:

- How is plagiarism defined, and what are its characteristics?

Week 4
Tools for Writing and Research, Part 2
Have you wondered what tools are available to aid in researching a topic from different sources like oral, written text, and electronic media? How do you determine what is credible and reliable to use in your
research? The following activities will introduce you to the concepts associated with Tools for Writing and Research, Part 2.

Background Information
A writing project may often begin with reading an argument to be proven and finding research to support that argument. Knowing how to read, understand, and form an argument will save you time as you search for sources and later as you begin to write. In addition to understanding how sources differ, good writers know how to evaluate and assess the information they have found and determine which pieces of evidence are most accurate and appropriate for a writing task.

Competency 103.2.1: Inquiry and Research
The graduate uses inquiry and research to retrieve information from oral, written, or electronic sources to inform an audience about complex subjects.

Competency 103.2.2: Evaluating Information
The graduate accurately evaluates the validity, reliability, and significance of information in a given context.

Competency 103.3.4: Logic, Clarity, and Persuasiveness
The graduate distinguishes fact from opinion and presents a position that is supported by evidence that is presented clearly, logically, and persuasively.

Understanding an Argument
Your study of understanding an argument includes resources from your textbooks. Be sure to utilize these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

◆ Chapter Reading: SF Writer
Read the following in SF Writer:
• Chapter 3 (“Making a Point”) on pages 24–27
• Chapter 12 (“Shaping Effective Paragraphs”) on page 109
• Chapter 18 (“Strategies of Argument”) on pages 182–185

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• How do writers present an argument in a logical order?
• How do writers clearly present an argument that contains multiple points?
• How do writers support an argument with appropriate evidence?
• How do authors incorporate evidence effectively in their writing?
• How do writers respond to possible objections readers might have to the presented evidence?

◆ Chapter Reading: Writing: A Guide for College and Beyond
Read the following in Writing: A Guide for College and Beyond:
• Chapter 3 (“Planning a Journey”) on pages 34–35
• Chapter 13 (“Arguing for a Position”)

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• How do writers present an argument in a logical order?
• How do writers clearly present an argument that contains multiple points?
• How do writers support an argument with appropriate evidence?
• How do authors incorporate evidence effectively in their writing?
• How do writers respond to possible objections readers might have to the presented evidence?

Assessing Information
Your study of assessing information includes resources from your textbooks. Be sure to utilize these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

☐ Chapter Reading: The Reader’s Handbook
Read the following in The Reader’s Handbook:
• Chapter 7 (“Inference”) on pages 141–146
• Chapter 8 (“Point of View”) on pages 164–165

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• How do readers assess the accuracy of information presented in a source?
• How do readers distinguish between relevant and irrelevant information in a source?
• How do readers distinguish between fact and opinion in a source?
• How do writers determine the relative value of a piece of information for addressing a particular question?

☐ Chapter Reading: SF Writer
Read the following in SF Writer:
• Chapter 22 (“Finding Information”) on pages 239–250
• Chapter 23 (“Evaluating Sources”) on pages 251–256

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• How do readers assess the accuracy of information presented in a source?
• How do readers distinguish between relevant and irrelevant information in a source?
• How do readers distinguish between fact and opinion in a source?
• How do writers determine the relative value of a piece of information for addressing a particular question?
• How do writers determine appropriate electronic resources for a given research question?
• How do writers determine appropriate print resources for a given research question?

☐ Chapter Reading: Writing: A Guide for College and Beyond
Read the following chapters in Writing: A Guide for College and Beyond:
• Chapter 15 (“Planning Research”)
• Chapter 16 (“Exploring Libraries”)
• Chapter 17 (“Exploring Online Libraries”)
• Chapter 18 (“Exploring the Web”)

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• How do readers assess the accuracy of information presented in a source?
• How do readers distinguish between relevant and irrelevant information in a source?
• How do readers distinguish between fact and opinion in a source?
• How do writers determine the relative value of a piece of information for addressing a particular question?
• How do writers determine appropriate electronic resources for a given research question?
• How do writers determine appropriate print resources for a given research question?

Week 5
Elements of Writing
Writing for an audience involves determining who your audience is and what tone to set for this particular group. For example, what is the difference in tone with writing a blog post on a social networking site versus a proposal for your boss? The following activities will introduce you to the concepts associated with the elements of writing.

Background Information
Writers use a process approach to produce informational and persuasive writing that demonstrates the conventions of print. Learning this process will give you a road map for any future writing tasks. Before you can begin writing, however, you need to determine the needs of your audience and how to adapt your writing content and form to best fit those needs.

Competency 103.3.1: Adaptation
The graduate adapts the style and format of a message to suit different audiences or purposes.

Competency 103.3.2: Writing Process
The graduate understands and uses the writing process to produce well-constructed informational texts.

Adapting Your Writing
Your study of adapting your writing includes resources from your textbooks and MyReadingLab. Be sure to utilize these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

☐ Chapter Reading: The Reader’s Handbook
Read the following in The Reader’s Handbook:
  • Chapter 6 (“Organizational Patterns”) on pages 115–128

Pay close attention to the following question as you read these chapters:
  • How do writers organize information for different types of writing tasks?

☐ Chapter Reading: SF Writer
Read the following in SF Writer:
  • Chapter 1 (“Writers at Work”) on pages 13–14
  • Chapter 5 (“Creating a Structure”) on pages 34–35
  • Chapter 8 (“Making Choices About Language”) on pages 53–64
  • Chapter 18 (“Strategies of Argument”) on pages 182–209

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• How do writers organize information for different types of writing tasks?
• Why do different types of writing situations require different types of language?
• Why do different types of writing situations require different types of evidence?
• Why do different types of writing situations require different levels of elaboration?
• How do writers know when it is appropriate to use casual or idiomatic language?
• How do writers determine what audience members will expect from a given genre of writing?
• How are informational and persuasive writing different in form and tone?

☐ Chapters Reading: Writing: A Guide for College and Beyond
Read the following in Writing: A Guide for College and Beyond:
• Chapter 5 (“Writing in College”) on pages 38–41
• Chapter 8 (“Observing”) on pages 49
• Chapter 9 (“Informing”)
• Chapter 10 (“Analyzing Texts”) on pages 290–292
• Chapter 13 (“Arguing for a Position”)
• Chapter 15 (“Planning Research”)
• Chapter 16 (“Exploring Libraries”)
• Chapter 17 (“Exploring Online Libraries”)
• Chapter 18 (“Exploring the Web”)
• Chapter 30 (“Writing Effective Sentences”) on page 709

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• How do writers organize information for different types of writing tasks?
• Why do different types of writing situations require different types of language?
• Why do different types of writing situations require different types of evidence?
• Why do different types of writing situations require different levels of elaboration?
• How do writers know when it is appropriate to use casual or idiomatic language?
• How do writers determine what audience members will expect from a given genre of writing?
• How are informational and persuasive writing different in form and tone?

☐ MyReadingLab

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• How do writers organize information for different types of writing tasks?
• Why do different types of writing situations require different types of language?
• Why do different types of writing situations require different types of evidence?
• Why do different types of writing situations require different levels of elaboration?

Writing as a Process
Your study of writing as a process includes resources from your textbooks, MyWritingLab, and MyCompLab. Be sure to utilize these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

☐ Chapter Reading: SF Writer
Read the following in SF Writer:
• Chapter 2 (“Preparing to Write”) on pages 17–18
• Chapter 3 (“Making a Point”) on pages 21–27
• Chapter 5 (“Creating a Structure”) on pages 31–37
• Chapter 6 (“Drafting”) on page 48
• Chapter 7 (“Revising, Editing, and Proofreading”)
• Chapter 12 (“Shaping Effective Paragraphs”)
• Chapter 15 (“Giving Oral Presentations”) on pages 549–553
• Chapter 25 (“Using Sources and Quotations Effectively”) on pages 267–271
• Chapter 45 (“Spelling, Dictionary, Thesaurus”) on pages 497

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

• What are the different stages that constitute a writing process?
• How does a writer revise a draft for clarity, accuracy, and completeness?
• How do writers produce descriptive writing that is clear and logical?
• How do writers produce expository writing that includes a main idea plus supporting details?
• How do writers produce writing that includes logical descriptions?
• How do writers produce descriptions that contain several distinct points?
• How do writers produce writing that is free of spelling and grammatical errors?

☐ Chapter Reading: Writing: A Guide for College and Beyond

Read the following in Writing: A Guide for College and Beyond:

• Chapter 1 (“Making Discoveries”) on page 11
• Chapter 2 (“Reading to Explore”)
• Chapter 3 (“Planning a Journey”)
• Chapter 4 (“Returning and Revising”) on pages 28–30
• Chapter 6 (“Writing Effectively”) on page 48
• Chapter 12 (“Evaluating”) on page 407
• Chapter 15 (“Planning Research”) on pages 549–553
• Chapter 19 (“Exploring in the Field”) on pages 218–219
• Chapter 29 (“Writing Effective Paragraphs”)
• Chapter 30 (“Writing Effective Sentences”) on pages 703–709

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

• What are the different stages that constitute a writing process?
• How does a writer revise a draft for clarity, accuracy, and completeness?
• How do writers produce descriptive writing that is clear and logical?
• How do writers produce expository writing that includes a main idea plus supporting details?
• How do writers produce writing that includes logical descriptions?
• How do writers produce descriptions that contain several distinct points?
• How do writers produce writing that is free of spelling and grammatical errors?

☐ MyCompLab

Complete these Writing Section activities in MyCompLab:

• Writing Video Tutorials – “Office Hours Series” (Pre-Writing, Drafting, Revising)
• Writing Activities – “Writing to Discuss” (write at least one essay)
• Writing Activities – “Writing to Describe” (write at least one essay)
• Writing Process – “Finishing – Proofing for Grammar Errors” (use this exercise for the essays you have just written in the Writing Activities section)

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
• What are the different stages that constitute a writing process?
• How does a writer revise a draft for clarity, accuracy, and completeness?
• How do writers produce descriptive writing that is clear and logical?
• How do writers produce expository writing that includes a main idea plus supporting details?
• How do writers produce writing that includes logical descriptions?
• How do writers produce descriptions that contain several distinct points?
• How do writers produce writing that is free of spelling and grammatical errors?

Note: The practice essays in MyWritingLab and MyCompLab are not instructor graded, although the Pearson site may say that they are automatically graded.

To access the MyCompLab resource, follow these steps:

1. Log in to the Reading, Writing, and Composition learning resource using the information you received when you enrolled in the resource (the log-in page displays the title "CourseCompass").
2. The first page you encounter after logging in contains important announcements in the center pane. Please read these announcements.
3. The menu on the left-hand side of the screen gives you access to the different areas of the Reading, Writing, and Composition learning resource. Click on the link for MyCompLab.
4. An initial link will appear at the top of the page, followed by an icon, and then several more links.

   Important: First click the last link under the icon, “Click here to launch browser tune-up.” Follow the instruction to make sure your browser is ready for the resource. Do not click any of the other links under the icon as you may receive an error message.

5. The next page you see will have three main divisions in the center. For the first listing in this module, you will be using the middle section, “Writing.” Find the link for “Writing Activities” in this middle section and click it.
6. On the new page, go to the menu on the right-hand side of the screen. To access the first two articles listed in this module, find the section called “Writing Activities” and click that link. On the page that appears, click the image of an open book called “Text-Based Activities.”
7. The page that appears has a blue box in the center. Scroll down toward the bottom and find the three activities for “Discuss.” Complete the first “Writing to Discuss” exercise.
8. Complete the “Writing to Describe” activity.
9. To access the next item in the module list, “Finishing—Proofing for Grammar Errors,” go back to the menu on the right-hand side of the screen and click the link for “Writing Process Exercises” (Note: This is the link above the one you have been using, which is “Writing Activities”).
10. In the new page, find the section called “Finishing” and click the link for “Proofreading for Grammar Errors.” Complete the exercise using the essays you wrote in steps 7 and 8.
11. To access the next item in the module list, return to the right-hand side menu and click the link “Writing Video Tutorials.” In the new page you will find the links under “Office Hour Series.” Watch the videos on “Pre-Writing,” “Drafting,” and “Revising.”
Complete these activities in MyWritingLab: “Writing Diagnostic Exercises (these are required before you start the lab), and Getting Started – “Exploring the Writing Process.”

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:

- What are the different stages that constitute a writing process?
- How does a writer revise a draft for clarity, accuracy, and completeness?
- How do writers produce descriptive writing that is clear and logical?
- How do writers produce expository writing that includes a main idea plus supporting details?
- How do writers produce writing that includes logical descriptions?
- How do writers produce descriptions that contain several distinct points?
- How do writers produce writing that is free of spelling and grammatical errors?

Note: The practice essays in MyWritingLab and MyCompLab are not instructor graded, although the Pearson site may say that they are automatically graded.

To access MyWritingLab, follow these steps:

1. Log in to the Reading, Writing, and Composition learning resource using the information you received when you enrolled in the resource (the log-in page displays the title “CourseCompass”).
2. The first page you encounter after logging in contains important announcements in the center panel. Please read these announcements. The login code for MyWritingLab is located under the red letters READ FIRST.
3. The menu on the right-hand side of the screen gives you access to the different areas of the Reading, Writing, and Composition learning resource. Click on the link for MyWritingLab.
4. When you log in to MyWritingLab you may be prompted to complete diagnostic exercises. Please do so before continuing on to “Exploring the Writing Process.”
5. On the next page, click on the text link for MyWritingLab. The page that loads will seem familiar, as it has the same format as MyReadingLab. From here you can track your activity in the resource and view your completed activities.
6. Click the top tab called “Study Plan,” and then click the link for “Part 1: Getting Started.” Under that link, click on the link for “Exploring the Writing Process,” and complete the activity.

Presentation Skills

What makes a good presentation? Is it the material being presented, the organization of the information, the tone of the presenter, or a combination of all of the above? The following activities will introduce you to the concepts associated with developing good presentation skills.

Background Information

In addition to communicating in writing, college graduates also need to know how to present their work in an oral presentation format.

Competency 103.4.1: Organizing Ideas

The graduate effectively organizes ideas for oral presentation.
Competency 103.4.2: Presentation Technique
The graduate presents information to an audience using effective verbal and nonverbal communication strategies and techniques.

Preparing a Presentation
Your study of preparing a presentation includes resources from your textbooks. Be sure to utilize these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the LCO1 objective assessment.

- **Chapter Reading: SF Writer**
  Read the following chapters in SF Writer:
  - Chapter 13 ("Designing Effective Documents")
  - Chapter 15 ("Giving Oral Presentations")

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
- What steps do speakers follow to prepare for a presentation?
- How do speakers adapt a message for different audience types?

- **Chapter Reading: Writing: A Guide for College and Beyond**
  Read the following in Writing: A Guide for College and Beyond:
  - Chapter 27 ("Delivering Presentations")

Pay close attention to and take notes in your study journal on the following questions, concepts, and ideas as you review this reference material:
- What steps do speakers follow to prepare for a presentation?
- How do speakers adapt a message for different audience types?

The Preassessment for the LCO1 (PALC)
Now that you have done the readings and worked through the Foundations of Language and Communication Course of Study activities, you are ready to take the preassessment (PALC) for the LCO1 objective assessment.

- **Complete the Preassessment**
  Take the preassessment (PALC) before taking the LCO1 assessment. Follow the directions below to perform this task. This preassessment can be taken on your computer at home or any other convenient location. Do not use your notes or texts when taking the preassessment. This will better indicate areas you will need to review before taking the LCO1 Assessment. You can request this through your AAP. To request the PALC do the following:
  1. Find the LCO1 on your AAP.
  2. Click the “Yes” link under “Preassessment Available.”
  3. Click the link for “Request to take this preassessment.”
  4. Wait for your mentor to approve this request.

- **Additional Review**
  Based on your score on the preassessment, additional review may be needed. Please contact a Language and Communication course mentor and your mentor to review your scores.
Conclusion
Congratulations on completing the Foundations of Language and Communication Course of Study in the Liberal Arts at Western Governors University! In your studies for LCO1, you have learned foundational concepts that will help you throughout your WGU coursework and into the workplace. This is a great accomplishment! As you complete these last remaining activities, please keep in mind and think about different ways this information can be applied to your personal and professional lives.

The Next Steps: Final Preparation and Assessment
These last activities will guide you through the final steps leading up to your completion of the LCO1 objective assessment.

Review of Concepts
LCO1 covers the most important concepts you need to be an effective reader and writer. First, you learned about the following topics: how to find the main idea in a passage, how to identify levels of supporting details, and how to read actively to support these processes. You learned the basics of critical thinking and how those concepts can help you both evaluate and critique a writer’s argument and evidence. Next, you focused on mechanics of writing including grammar, APA documentation, and the steps of the writing process. You not only learned the steps of the process, but you also wrote a practice essay for yourself to help reinforce the new ideas you learned about writing. Finally, you learned about communicating in small groups and how to be an active listener.

The LCO1 Assessment
Now that you have obtained a satisfactory score on the preassessment, you are ready to demonstrate your competency in the Foundations of Language and Communication domain by taking the LCO1 objective assessment. During a call with your course mentor, you will refer and schedule your LCO1 assessment.

☐ Complete the Assessment (LCO1)
Take the LCO1 assessment. Follow the directions below to perform this task.

Referring for the LCO1
1. Look at your AAP.
2. Find LCO1. Click on "Assessment Referral."
3. Click the tab “Request Assessment.”
4. Find your proctored site.
5. Enter the dates when you expect to be finished with the domain.
6. Wait for your mentor to approve this request.

You will be setting the date for the completion of this exam as your drop date. This is the date that this exam must be completed by or you will receive a “Not Passed” on your first attempts. “Not Passed” does appear on your transcript if it is not removed during the current term. It is very important for you to continually move forward with your degree.

Transfer/Application to Work
As you progress through your program, remember the information you have learned here and how it can be applied throughout the rest of your WGU student career. The techniques of comprehending complex written text; reading critically and efficiently; engaging in inquiry and research; evaluating information; documenting sources; adapting communication to specific...
audiences and purposes; engaging in writing processes; demonstrating logic, clarity, and persuasiveness in writing; observing language conventions; and preparing for and delivering an oral presentation can help you communicate and look at the world in new and exciting ways. As you work through your other courses at WGU, remember and reflect upon the information you learned within this course of study to help hone your analytical skills, which are inherent in all forms of inquiry and learning.

Feedback
If you wish to provide feedback on this course of study, please contact Bryan Benson at bbenson@wgu.edu.